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During the first phase of this project, from June 1964 to November 1965, the effectiveness and feasibility of centralized training in offsetting the employment problems of rural Alaska were tested. Recruitment was handled through mail contacts with village councils and subsequent recruitment trips to the villages. Training at a state vocational school was aimed to prepare participants for jobs as airport servicemen, designer-craftsmen, maintenance mechanics, and survey instrumentmen, and counseling was undertaken concurrently with training. Of the 217 enrollees, there were 127 graduates of whom 49 were placed in training-related jobs. Recommendations at the end of this period included a vocational education system of pre-apprenticeship training in the trades, pre-employment training in business skills, and basic education. During the second phase, November 1965 through June 1966, the services of the earlier period continued, and course offerings changed and expanded significantly. Of the 151 enrollees, there were 97 graduates of whom 31 secured training-related employment. Recommendations were for more effective relationships with employers and labor unions, coordination of government efforts, and use of indigenous instructors in future government programs. (JK)

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M A N P O W E R
P R O J E C T



F I N A L R E P O R T

A COOPERATIVE PROJECT OF THE OFFICE OF THE GOVERNOR OF ALASKA AND THE
U. S. DEPT. OF LABOR, OFFICE OF MANPOWER, EVALUATION AND RESEARCH

June 17, 1964 - June 30, 1966

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FOREWORD

Nome Experimental and Demonstration Manpower Project was performed by the Office of the Governor of Alaska under contract with the Office of Manpower, Evaluation and Research, U. S. Department of Labor. The first phase, Contract No. MDS 35-64, encompassed the period of June 17, 1964 through November 17, 1965. (Its key purpose was to test the effectiveness and feasibility of centralized occupational training in offsetting the employment problems of the people of rural Alaska.) Methods of trainee selection and job development for graduates were devised, tested and implemented through the cooperative effort of the E & D Project and the Alaska State Employment Service, which also administered MDTA allowance payments. The training center was newly completed William E. Beltz State Vocational School, located three and one-half miles north of Nome. Training was provided through an MDTA Multi-Occupational training program, with the State Department of Education responsible for instruction.

Before completion of the initial program, (it became clear that there were important training and follow-up techniques not yet explored.) Consequently, a new E & D program was submitted for consideration by the Office of Manpower, Automation and Training. It ultimately was approved as Project 82-02-66-20. It covered the period November 18, 1965 through June 30, 1966 and included:

- I. Continuation of counseling, recording, recruitment, and job development services provided under the original contract;
- II. Demonstration of in-village training by itinerant instructor teams; and
- III. Technical assistance in organizing cooperative crafts production and marketing associations as a follow-up to training.

Part I of this publication constitutes the Final Report of MDS 35-64 and describes in some detail the conditions which faced the participating agencies as they built up for the program; how the project's hypotheses were tested; and conclusions and recommendations relative to recruitment, training and job development.

Part II, the Final Report of Project 82-02-66-20, avoids repetition of background material, concentrating more on the new approaches, new problems, and operational improvements extending from the initial project.

PART I
FINAL REPORT
NOME EXPERIMENTAL AND DEMONSTRATION PROJECT
MDS 35 - 64

June 17, 1964 - November 17, 1965

This report on a special manpower project was prepared under a contract with the Office of Manpower Policy, Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

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ATTENTION: Division of Special Programs

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Director
Nome Demonstration Manpower Project

Final Report, MDS-35-64
June 17, 1964--November 17, 1965

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WHERE DID WE START?

I. EDUCATION FOR ALASKA'S VILLAGERS

A. The beginnings...

In 1960 when the people of Alaska first voted for a President of the United States they also approved a \$1.5 million bond issue for the construction of a vocational school north of the Yukon River.

While the voters likely differed in their definitions of the term "Vocational School" they knew there was a missing element in the system of educating 33,000 citizens thinly scattered through the huge areas of northern and western Alaska. Considering the newness and vastness of the State the conclusion was neither invalid nor astonishing.

Against formidable social, climatic and geographic barriers the federal government laboriously has been building an elementary day school system in Alaska since May 17, 1884, when an initial \$25,000 "or as much thereof as may be necessary" was appropriated for the purpose. Prior to this, during the Russian era and subsequent ten years' "Period of neglect" after U. S. annexation, education needs were faced by religious missions, whose limited resources handicapped their efforts.

Once the rural education responsibility was seriously assumed by the U. S. Government (beginning with the Alaska Division of the Bureau of Education and later the Bureau of Indian Affairs) the resulting system played the key role in over-all improvement of village conditions. By its very presence as well as by the dictates of Bureau policy, the village school activated and fostered advances in sanitation and medical treatment, resources development, community organization, welfare for the needy, as well as education.*

B. Growth of the System...

The BIA elementary day school system, now serving 80 villages, is continually growing and improving, having had to expand virtually village-by-village. Meanwhile, under provisions of the Johnson-O'Mally Act, the federal system is intended for piece-by-piece assimilation by the State of Alaska as its financial resources allow.

Despite the systematic growth of educational facilities many adults of Northwest Alaska have irretrievably lost their opportunity for full elementary education, simply because they lived in villages having no schools until after the time they were past school age. The 1960 census showed the following education levels among indigenous people of Western Alaska Election Districts.

*A highly readable and informative Bureau of Indian Affairs narrative report of the growth of the federal day school program is: "Education in Northwest Alaska," by Mr. Warren I. Tiffany, Juneau Area Office, B.I.A..

<u>Years of School Completed</u>	<u>Bethel</u>	<u>Kuskokwim</u>	<u>Barrow</u>	<u>Kobuk</u>	<u>Nome</u>	<u>Wade Hampton</u>
Persons 25 yrs. and over.....	1,709	512	534	1,205	1,574	984
No school yrs. completed.....	690	192	119	208	187	437
Elementary.						
1-4 yrs.	627	164	216	332	465	378
5-6 yrs.	219	95	72	348	407	105
7 yrs.	47	5	33	104	151	24
8 yrs.	53	33	55	151	211	24
High School.						
1-3 yrs.	34	14	16	40	75	4
4 yrs.	17	4	23	18	54	12
College.						
1-3 yrs.	12	---	---	---	5	---
4 + yrs.	10	5	---	4	19	---
Median School yrs. completed ..	2.0	2.6	3.7	5.4	5.7	1.6

1. Limited Secondary Education Facilities: High school facilities exist in the larger communities of Alaska. For the most part, the vast scattering of villages is without local secondary education. The problem has been faced thus far through correspondence courses and boarding schools both in and out of state.

2. Higher Education: The University of Alaska near Fairbanks and Alaska Methodist University, Anchorage, are rapidly growing institutions. Sub-standard academic achievement among the state's indigenous citizens prevents enrollment of most; but those few who garner a high school diploma are offered liberal financial assistance, through the Bureau of Indian Affairs, when they choose to seek higher education.

Some adult education is provided through a community college system operated by the University of Alaska in cooperation with the larger school districts.

3. Vocational Training: Anchorage Community College, in Alaska's largest population center, leads the state in developing a vocational training system.

At present, through an agreement with the Bureau of Apprenticeship and training, the Anchorage institution has apprenticeship programs in these trades: Plumbing, carpentry, ironwork, sheetmetal work. These are not full daytime courses. The only full day apprenticeship training program is in the electrical trade. This is a six month course running 8 hours a day and conducted jointly by the union and the National Electric Contractors Association. They have an excellent, fully equipped school.

Most of the trades now require that a person be a high school graduate before being accepted as an apprentice.

At least 80% of the MDTA vocational training courses since 1962 have been held in Anchorage. This is partly due to the larger population and to an aggressive local vocational facility and State Employment Office.

The Bureau of Indian Affairs selects, transports, and supports indigenous persons in occupational training facilities, most often in the contiguous United States. The Bureau also finds employment and relocates individuals and their families in localities having more job opportunity than the remote areas of Alaska. The numbers of persons thus selected vary with annual budget allocations and space available in contract institutions. Moreover, many do not wish to leave their homes, and others cannot adapt to urban living once they have moved into a strange new culture.

C. Summary....

In brief, the rural Alaskan educational system consists of a growing elementary and secondary program, with opportunity for high school graduates to attend college. In-state vocational training, however, has been neglected through the years with Anchorage and its relatively broad employment base now leading the way in building a vocational program.

A departure from the above conditions occurred in September, 1964, when the new William E. Beltz State Vocational School opened its doors.

The six basic hypotheses of the Nome Experimental and Demonstration Manpower Project were based on the unique situation faced by the new school and by the employment handicaps of the people in the region it serves. The suppositions were:

1. That an on-the-scene regional training center would be feasible and effective in northern and western Alaska.
2. That the people of the region's villages would be receptive to occupational training and that trainees from a tribal environment can be trained collectively in a central location without changing their values detrimentally.
3. That this training will have an effect upon the whole village, not just the trainees, and that there are jobs in the village which can be created if there is an available work force.
4. That tribal chiefs and councils can be utilized as a selection device.
5. That villagers of varying age levels and backgrounds and speaking different dialects can be trained effectively in one centralized training facility.

The Nome Experimental and Demonstration Project was approved on a seven-month basis, starting June 17, 1964. Because of the multi-agency involvement, the Office of the Governor was the sponsoring and coordinating agency. E&D personnel authorization included a Project Director, two counselors and one clerk-typist.

The training was provided through an MDTA multi-occupational program. Consequently, the State Division of Vocational Education and Employment Security Division functioned as delegated under the MDTA. The Experimental and Demonstration Project provided personnel resources where they were in shortage in the other agencies as well as in areas where there was no agency clearly delegated to provide a necessary service.

Duties thus assumed by the E&D office, relative but not clearly restricted to the

counseling and OMAT reporting functions, included: 1. Participation with the State Employment Service in trainee recruitment, follow-up, and job development; 2. Location of housing and "downtown orientation" services for trainees until such time that the planned dormitories and staff apartments were available at the school; 3. Management of the school food service program; and 4. Coordination services.

II. RECRUITMENT

A. Who and where were the potential trainees?

During development of the E&D proposal it was determined that trainee recruitment would be concentrated mainly in western and northwestern Alaska. The people of this area share similar educational shortcomings as well as other cultural handicaps, and thus constitute a most needful public to be served by the new vocational school at Nome. In recognition of this the programs recommended under the multi-occupational proposal emphasized that basic education should be given in conjunction with occupational training.

B. How could they be enrolled?

Initial planning for recruitment was carried on in offices of the State Department of Labor, Juneau. The first move was the mailing of an informational release along with questionnaires to governing councils of the many subject villages. The councils were asked to contact interested persons and recommend to the Alaska State Employment Service and E&D staff those who they felt were most qualified to take the training and most likely to utilize their new skills after graduation.

After mailing of the questionnaires, step number two called for a follow-up trip to the villages by recruiters. Anticipated travel would take the selection and referral teams over an area larger than California, Oregon and Washington combined. This recruitment would be handled by a two-man ES staff and two-man E&D staff, with each office represented equally on two traveling teams. Thanks to the airplane it was possible to plan an itinerary covering the villages of the Bristol Bay, Nushagak, Kuskokwim and Yukon River drainage areas, Seward Peninsula and the Kotzebue, Point Hope and Arctic Slope regions. This constituted a challenging and interesting assignment, meaning that recruiters would be traveling to the northernmost United States community, at Point Barrow, and to St. Lawrence Island and Little Diomed Island, both within sight of the Soviet Union.

It was intended that recruitment of trainees would commence in mid-August for the first courses starting in late September and October. Weatherwise, this happens to be the most unsettled period of the year in the subject area. Because air service to outlying villages is very often on a two-day-a-week, weather-permitting basis, selection team members could anticipate sometimes arriving ahead of, or on the same aircraft as the questionnaires and publicity releases.

The plan was for the recruiters to spend one to two hours in each village, completing forms and briefly interviewing the persons selected by the council. This limited contact was not really considered adequate, but was imposed by the magnitude of the area to be covered. A total of 40 villages was included in the initial trip to select some 100 persons for the first section of the Airport Serviceman course and for the Designer-Craftsman and Maintenance Mechanics programs.

It was therefore necessary to have two teams to cover all communities. Inasmuch as there are no roads in the area of travel, the job would have to be accomplished exclusively (and expensively) through bush plane charters, or on regularly scheduled flights when available. A total of \$5 thousand was requested for travel by the E & D project, based on estimated expenditures for recruitment and follow-up.

The travel would take the teams to areas where little English is spoken and where the residents depend on subsistence hunting and fishing for year-round food supplies. Male recruits would predominate, due to the nature of the occupations for training; however some females might be expected in the Designer-Craftsman program. As was indicated earlier we anticipated selection of many middle-aged persons not having had the benefit of much formal schooling. The staff did not know what obstacles would be encountered or what type of reception would be given by the village councils and prospective trainees. For that matter, there was in each of us an unstated fear that once the ambitious recruitment trips had been accomplished, the enrollees might change their minds, go hunting or fishing, and simply not show up for training.

TRAINING OBJECTIVES

One of the E & D hypotheses was that the training would have an effect upon the whole village, not just the training, and that there are jobs in the village which can be created if there is an available work force. The first year's training was primarily intended for occupations existing in the villages. These courses were Airport Serviceman, Designer-Craftsman and Maintenance Mechanic. The fourth course was in Surveying, which was mainly for work away from the village with the State Department of Highways and private construction firms.

The Airport Serviceman program was recommended by the Division of Aviation to train men to work for the village council or the Division of Aviation in maintenance of the numerous bush fields in the area. The Division of Aviation advised that there were well over 100 fields throughout the state which had little or no maintenance work performed in the past. The Division of Aviation supplied the E & D and ES staff with a list of those villages in western and northwestern Alaska which were in the greatest need of persons with adequate training.

The Maintenance Mechanic program was to train persons to qualify them for employment as repairmen in their villages. It was assumed that they could trade work for either dollars or subsistence food secured by the hunters of the village. The men were given training in the maintenance and repair of light trucks, diesel and gasoline light plants and outboard motors.

The Designer-Craftsman program was intended to upgrade products and to introduce the utilization of new materials. The training would provide knowledge of marketing and, through a recommended craft workshop follow-up program, the graduates would be given technical assistance in the formation of cooperative associations. It was hoped at the inception of the program that graduate craftsmen would be able to work as independent businessmen. With the guidance of a production specialist knowledgeable in the needs of the market, these men would be able to realize a higher income.

The Surveying program hopefully would prepare the trainees not only to perform highway construction jobs but also to assist in laying out water systems being installed in some of the larger villages. The majority of jobs open to these graduates would be away from their home villages, often in or near the larger population centers. This program was suitable only to the higher educated, younger trainee who is more or less acquainted with the changing culture and work patterns.

The E&D project staff would cooperate with the Alaska State Employment Service in the recruitment phase and would also be available for assistance in job development for the trainees.

IV. COUNSELING

The E&D Project had authorization for two Counselors; the local office of the State Employment Service had one Employment Counselor.

In respect for the characteristics of the trainees to be served, the short term nature of the Project and the potential problems of "off campus" living, qualifications of the counselors were of a specialized nature. Knowledge of, and demonstrated ability to live with the harsh environment and its people outweighed other qualifications in considering counselor applicants.

Counselors hired for the E&D Project were:

Donald E. Perkins: Fourteen year resident of Northwestern Alaska. He had served two years teaching in the village of Council, Alaska, on Seward Peninsula, followed by several years at Nome High School. As is the general necessity in this area of high costs and seasonal employment, Perkins had worked at many occupations to support his family--including construction laborer, Real Estate Broker, and Probation Officer.

James R. Russell: He was employed on a loan basis from the Anchorage Office of the Alaska State Employment Service. He was selected for the E&D position chiefly because of his technical experience and ability in recruitment, job development and MDTA procedures. Considered equally in his favor was the versatility he had demonstrated throughout his Employment Service experience.

The State Employment Service Counselor was Frances Degnan, who is of Eskimo lineage. A lifetime resident of Unalakleet, across Norton Sound south of Nome, Frances is a 1963 Sociology graduate of the University of Alaska.

V. PHILOSOPHY

It was the conviction of the E&D staff that trainees meeting minimal standards should be recruited. That is, there would not be a special effort to select over-qualified, showcase, cream-of-the-crop villagers, many of whom have run the gamut of government programs.

In reviewing an applicant's past record and local reputation, especially where alcohol is concerned, there is a fine line encountered in attempting to determine which person is hopelessly unemployable and which might be made employable through training.

It was our intention to lay the conditions of training life before the Village Councils and to urge them to consider the candidate's weaknesses and strengths before recommending that he travel to Nome. Once a trainee had enrolled in the school it would be the job of the Counselors to do whatever they could to assist him in solving those serious problems which could jeopardize his continued training.

In short, we intended to adhere as closely as possible to the concept of training persons having employment handicaps. This clearly is a difficult concept to justify with instructional staff accustomed to a more conventional group of students, and with that segment of the public which expects to see a more "deserving" group of trainees when government subsidy is involved.

VI. STAFF

Staff funding was provided as follows:

A. E&D Staff-- One Project Director, two Counselors, one Clerk-Typist, through contract between the Office of the Governor of Alaska and the U.S. Department of Labor's office of Manpower, Automation and Training.

B. Instructional and Maintenance Staff-- One Superintendent, ten instructors (one Engineer Aide, two Airfield Maintenance, one small Engine Maintenance and Repair, two Basic Education, four Designer-Crafts). One Building Maintenance and Mechanics Foremen, three Maintenance men, and two Custodians.

These were financed under the provisions of MDTA Multi-Occupational Project No. 212, the funds being managed and disbursed by the Alaska Department of Education, Vocational Education Division. That office was to provide supervision and management services in support of the local Superintendent.

C. Alaska State Employment Service Staff-- One Employment Counselor position and One-half Clerical position were authorized under MDTA Multi-Occupational Project No. 212. These funds were to be managed and disbursed by the Alaska Department of Labor, Employment Security Division, which would provide central office supervision, management services, and the resources of a state-wide Employment Service network in support of this and other MDTA programs.

VII. LOCATION AND DESCRIPTION OF PHYSICAL FACILITIES

The William E. Beltz State Vocational School rests on 42 acres of ground about 3 1/2 miles from Nome, Alaska.

The property has been permanently thawed, having been mined, first by shafts, tunnels and windlass, and finally by modern dredging equipment. Consequently, the region's "Permafrost" condition, so frustrating to building contractors has been no factor here. Unlike Nome proper, the school has a completed sewer and water system.

The school and service buildings total 25,000 square feet. The school's water is filtered, softened, and chlorinated automatically. Power is supplied by the municipal power company, but there is a standby auxiliary system. Loss of power for even a short period of time could result in serious damage to the building in extremely cold temperatures because the heating system operates electrically.

The school building has two main shop areas, one outfitted for mechanical instruction and the other for carpentry. There are six class-rooms, one having wiring provisions for an electronics laboratory, and the other fitted for physics. There is a library room, kitchen, dining room, and storage areas.

When the project started, a housing complex-- Dormitories, Food Service, and Staff Apartment building-- had been financed and scheduled for construction by the Bureau of Indian Affairs. Completion was expected in August, 1966.

VIII. HOUSING

Nome has had its ups and downs in population starting with a frantic gold rush which created a city overnight and led it to an all time high of 10,000 in 1910. It gradually dropped as the mining of gold became less feasible economically. Some of the outgoing mining population has been replaced by persons from the surrounding villages, here to seek jobs and to market their native crafts products and to be near school and hospital facilities. Population now fluctuates seasonally, probably averaging about 2500.

The overall population loss does not mean there is a housing surplus. On the contrary, a great fire in 1934 resulted in an overcrowded settlement of slapdash structures "temporarily" built for stop-gap shelter before rebuilding Nome--a dream unfulfilled for over thirty years.

The "impossibility" of finding housing for an anticipated influx of 60-100 trainees, some with families, and for about ten newly imported instructors and families, loomed as the greatest single obstacle to a successful first year for the new vocational school. The dormitory complex being constructed adjacent to the school by the Bureau of Indian Affairs would not be available to trainees in the initial year.

Prior to moving the E&D Project Office to Nome the Director discussed housing alternatives with the various officials concerned. Even the most desperate and remote of possibilities were discussed. Three general alternatives evolved:

1. Arrangement with a number of local proprietors to convert larger residential units into group living facilities;
2. Acquisition and remodeling of long-abandoned military or mining buildings into barracks, and
3. Conversion of part of the school building itself into barracks rooms.

The latter two were most expensive and otherwise least desirable. It was determined that a try would be made at arranging privately operated local group living facilities before any emergency remodeling jobs were undertaken.

IX. FEEDING

The school cafeteria and kitchen facility is excellent, and is under the same roof as the classrooms and shops.

In early planning of the Nome project it was intended that a food service contractor be selected for the facility on the basis of low bid. This plan was abandoned when it developed that the lowest bid cost of meals plus the \$15 to \$20 cost of housing exceeded the \$35 MDTA subsistence allowance. All bids were rejected by the State Department of Administration one week before the scheduled start of training. The E&D Project Director was summoned to the capital city, Juneau, to devise a new plan for feeding the trainees.

The result was that the E&D Project was placed in the food service business, starting with a \$10,000 loan from the Governor's Office contingency fund. The latter was to be repaid and the account sustained through board payments by the trainees and staff. Authorization for receipt of certain types of U. S. Department of Agriculture surplus food was obtained.

HOW DID WE TEST OUR HYPOTHESIS?

I. RECRUITMENT

The first trial of the newly devised selection techniques took place at the village of Hooper Bay, an isolated community on the Bering Sea Coast. This community is some distance away from the main centers and the people subsist by hunting and fishing year round. It is the trading center for Wade Hampton Election District, Alaska's most poverty ridden, destitute subdivision.

The recruitment team arrived ahead of the questionnaires, and a meeting was arranged at the Bureau of Indian Affairs school. The E&D member of the team explained the training programs and Nome living situation at a mass meeting of village residents and council. The comments were translated from English into the Kuskokwim dialect. After some discussion amongst the councilmen three persons were nominated, one for Airport Service, one for Maintenance Mechanics and one for Surveying.

The backgrounds of these nominees proved to be representative of what we were to encounter in village after village. Those recommended for the Airport Service and Maintenance Mechanics programs were over 45 years of age and had little or no formal schooling. Both had raised large families and had never lived anywhere but Hooper Bay. They had lived off the land year round by subsistence hunting and fishing, and existed with little or no annual income. The man referred to the Airport Service program was a part time manager of the bush airfield at Hooper Bay. The only equipment available for maintenance of the field was a surplus six-by-six with a grader blade attached to the front end. This man had little knowledge of airfield and vehicle maintenance and it was the desire of the Division of Aviation that he receive training.

The council hoped that the man referred to Maintenance Mechanics training would be able to trade motor repair services for food supplied by the hunters of the village. The man selected for the surveying course had graduated from Mt. Edgecumbe Bureau of Indian Affairs High School and had one year of College at the University of Alaska. This man had spent much of his life away from Hooper Bay attending high school and the university. He is of the younger generation, which customarily receives some education, but which still suffers transitional handicaps in gaining and holding jobs.

Because the two older referrals did not plan realistically for their families' well-being they did not remain at school more than one month of the four month program. Their families wrote them continuously, saying they were out of food, and pleading for their assistance at home.

The younger man was a continuous problem to the counselors for the first three

months of his six month program. He had difficulties in handling liquor and missed a number of days of school. Through the assistance of the instructor and the E & D counselors he improved his habits and graduated near the top of his class. The Department of Highways offered him a job as a Highway Engineering Technician III. He accepted and was employed at Cordova some seven hundred miles away from his home. In a follow-up questionnaire returned to us near the end of the summer by this graduate, we learned that he was well satisfied with his job and that he was working a sixty hour week at \$3.57 per hour.

This was the first of our village contacts, previewing an effort entailing a combined mileage total of over 45,000 miles flown by State Employment Service and E & D staff to visit some 100 villages.

THE USE OF VILLAGE COUNCILS HAS BEEN EFFECTIVE AND NECESSARY IN PRELIMINARY SCREENING OF VILLAGERS FOR TRAINING. BUT, BOTH THE COUNCIL AND THE RECRUIT MUST HAVE THE BENEFIT OF A FACE-TO-FACE INTERVIEW IF A GOOD SELECTION IS TO BE MADE.

The one training group which was recruited primarily by mail rather than through personal interview with council and applicant had an over-proportionate dropout rate of 68%. This experience proved true throughout the program whenever bad weather prevented a team from visiting certain villages and they were necessarily contacted only through the mails.

One of the reasons there is a common tendency by government officials to deal primarily with village teachers or missionaries is that there is such a broad variance in the ability of the various village councils to govern their own people and to communicate with outsiders. **IT IS OUR POLICY TO DEAL WITH THE COUNCIL IN EVERY VILLAGE REGARDLESS OF ITS REPUTATION FOR STRENGTH OR WEAKNESS. THIS IS THE EXISTING LOCAL GOVERNMENT UNIT AND IT CAN BE STRENGTHENED ONLY THROUGH THE ASSUMPTION OF RESPONSIBILITY.**

During the project period there were only three of some 100 councils we worked with which the recruiting staff feels deliberately recommended undesirable just to get them out of the village. Even in those cases we are not particularly sure the motive was malicious. Perhaps they were anxious to give their misfits one last chance; perhaps they simply were recommending the men they figured had the greatest handicaps in employment. After all that's just about what we asked for. Although those handicaps might have been hopeless alcoholism, it is possible the councils envisioned vocational school training as a cure-all.

Whatever the reasoning was behind these isolated cases of endorsing the worst possible candidates, there has been little to criticize in village council recommendations. It is worth comment that the councils were cooperative in recognizing the necessary haste of our contacts, despite a reputed traditional aversion to making forced, sudden decisions.

Next to the airplane, the radio proved our most valued ally in recruitment. Virtually every corner of the state can be reached through regularly scheduled personal-message radio programs from stations in Anchorage, Fairbanks and Nome. These programs bear word of immediacy to villages not fortunate enough to have telephones or daily mail service. Because this type of program is the most ready source of information regarding births, deaths, illnesses, accidents, and

an extraordinary variety of other occurrences, they hold an audience widely representative of the total population.

In Nome a missionary-owned and operated radio station, KICY, broadcasts a program called "Ptarmigan Telegram", each Monday through Saturday at 6:15 p.m. Whenever a recruitment team is about to embark on a trip through the villages of Western Alaska, Ptarmigan Telegrams are sent in advance. The word never fails to reach the appropriate councils through this medium. The same is true of counter-part programs in other areas where recruitment is conducted.

Many trainees notify their families of safe arrival in Nome by sending Ptarmigan Telegrams. Moreover, the program is a dependable source of information to the school staff. Frequent is the case of the over-shy trainee who has decided to go home without telling anyone at school. His plan is usually betrayed by the Ptarmigan Telegram notifying his family to expect him. Often the problem is a minor one easily solved with the help of the counselor.

Considered by recruiters as foe rather than friend were the numerous and lengthy forms necessarily completed in the recruitment process. It is necessary to prepare forms on-the-spot to qualify a recruit to receive training, subsistence, and travel allowances. Employment Security payment authorities require a complexity of documents--or so it seems under the conditions which generally prevail. With three, four, or five villages to be visited in a day and with the seasonally short daylight period and perennial threat of storms, the pilot is always in a hurry to leave. In fact, sometimes the weather is so cold he dares not switch off the aircraft engine. Under these circumstances, the necessary steps of recruitment are filled with difficulty. First, the meeting with the council must be conducted slowly and deliberately with delays for translation, questions, and interminable discussions in the native tongue. Then someone is dispatched to locate and summon likely candidates. Then the latter are told about the training. More discussions follow. Finally, the decision is made, and the selectee is determined. At the end of this, the stack of necessary forms to be filled constitutes an unreasonably formidable assignment.

Early in the program all those locally involved in the recruitment, both E&D and Employment Service, joined in recommending to the Central Payment Unit that a short-form be authorized. With experience, however, fears of procedural loop holes apparently developed at higher headquarters, and the revised forms actually became more complex and numerous than in the beginning.

II. JOB DEVELOPMENT AND PLACEMENT

Because of staff and travel limitations Nome Office of the Alaska State Employment Service could not undertake out-of-town trips specifically to make employer contacts. Consequently, the bulk of this work was done through the mails. The effort was sporadic and not very successful, as witnessed by the statistics of known employment in June, 1965.

Throughout the program there prevailed a general statewide lack of understanding of the training being held here. Part of this, of course, was because of the newness of the school.

Some employer contacts were accomplished in person on an opportunistic basis during recruitment trips. For example, an E&D Counselor enroute to the Bristol Bay region addressed labor union representatives in Anchorage explaining the training courses and asking for assistance in placing graduates. Local offices of the Employment Service were visited whenever Nome Project people traveled through their communities. Throughout the program, employers in various centers such as Kotzebue, Bethel and Tanana, were visited by the recruiters and were encouraged to visit the training facility when in Nome so they could see the trainees at work.

The Airport Serviceman training program, which in its planning stage had appeared to be the most solid course from the stand-point of employment of graduates, turned out to be disappointingly non-productive. During and after the first session some of the basic necessities of success began to disintegrate.

Graduates of the program had been hampered in their training from the start by a lack of equipment at the school. The State Division of Aviation, which had the initial authority in determining who was to be hired and in what village, was not able to follow through with specific job follow-up.

Here again, lack of equipment developed as a major deterrent. The original reason for the training was to provide qualified airfield maintenance men in villages previously not having equipment, but which were scheduled, through arrangement by the Division of Aviation, to receive United States Government surplus equipment, such as trucks, caterpillars, graders. For a number of reasons, the equipment transfer to the villages was curtailed, leaving our graduates to seek other employment such as seasonal construction work. Only a few were successful.

Making matters worse, E.S. offices outside Nome did not have full information on course content or graduates' intentions to promote jobs effectively. Likewise, the Nome E.S. office had little information on graduates of MDTA training programs elsewhere.

Quite unintentionally, but nonetheless harmful, it seems that the geographically far-separated offices of the State Employment Service were performing their local MDTA recruitment and job development programs independently and somewhat in competition with their counterparts in other communities.

Neither the training facility nor the Employment Counselor made sufficient point of instructing the full group of trainees in the methods of applying for a job. Some assistance was given on an individual basis. However, it was learned too late that poorly completed work applications or procrastination in submitting application had actually been the main deterrent to summer employment for several graduates.

Our office, ES and the school were most successful in promoting jobs with Kennecott Copper Co. The persons hired were individuals living in the Kobuk area, near Bornite, where Kennecott has a large exploration program. The school was fortunate in that the Bornite Project Superintendent visited the school twice during the year. This illustrated the importance of employer visits to the facility where they can see the men in a training situation.

It was apparent that some trainees dropped from the program or lost interest because they could not see any possibility of gaining employment after graduation.

Placement of graduates scattered throughout the State after leaving Nome was exceedingly difficult because of the great distances and isolation. A job would be developed by the employment service suitable for a former trainee residing in a village many air miles away. Because it was too expensive for him to come to Nome or wherever the job was located, he would lose out to a lesser qualified man on the scene. It was found that the men completing training in the Spring near the opening of the construction season were easiest to place.

The program most successful in leading men into employment was the Survey Instrumentman course. Fourteen of the eighteen graduates gained training related jobs. The 72% figure was not surprising, as this has been one of the few clear-cut salaried occupations in non-urban parts of the State. Nor was this success particularly revealing from the E&D point of view; the trainee group was exceptional because of the minimum entry requirement for a tenth-grade education or other compensating factors, such as prior experience on surveying crews. It was a good group to watch because of its superior esprit de corps. From this class came most of the trainee leadership. The instructor set a good example and devoted much personal time in behalf of those having difficulty with their studies. Although he was a graduate civil engineer he had worked in lesser positions in the surveying field and had no difficulty setting the right pace in training.

The Designer-Craftsman class presented the most discouraging group of all, from the point of view of job development. However, this could be expected, as this was the group which most nearly typified the employment handicaps of the area--under-education, English language problems, unwillingness or inability to move to a more favorable job-seeking locality. It should be pointed out that the value of this program cannot validly be measured through placement statistics, as the occupation generally is one of self-employment.

The Designer-Crafts program was fairly unique in that a dropout could be replaced even after the course was well on its way. This was primarily a "laboratory" program and there was sufficient instructor staff to provide personal attention to the newcomers. The course suffered a 60% dropout in its 36-week existence. Fifty-two men and one woman enrolled and twenty-one graduated. Thirteen of these gained jobs, only five of them training-related.

Five Designer-Craftsman trainees had no previous schooling; twelve of them had one to four years of school. Twenty-seven went to school five to eight grades; eight of them had nine to ten grades, and only one had gone through the twelfth grade.

As suggested above, it is difficult to measure the effect of the training, as most of these people had, through the years, produced crafts items for cash income on a self-employment basis. Those whom we have observed since graduation show no apparent improvement in their earning power. If and when they are able to organize into business-like production and marketing associations, the worth of the training program could be measured.

The Maintenance Mechanics course, likewise, was established for persons to work primarily in a self-employment situation in their home villages, often trading their mechanical services for the essentials of living. The employment success resulting from the first session was 32% and from the second session 38%. Those who acquired salaried jobs definitely improved their previous living standard. Those who returned to the villages to work independently cannot, according to our

limited in-village observation, be said to have demonstrated the validity of our contention that they could barter their services for the necessities of life. No doubt most will save money personally by better maintaining their own equipment and will help their neighbors make similar savings. However, it will take much more observation and passage of time to make a true evaluation.

III. COUNSELING

A. Dropouts

The two E & D Counselors' primary assignment was to help the trainees complete their programs by first recognizing their more serious problems, then by helping resolve them. During the first training year two-hundred seventeen trainees were enrolled. Ninety terminated before completing their training programs.

Following is information on the personal characteristics (by training class) of enrollees as compared to those who dropped out:

1. AGE GROUPS

<u>Enrollees</u>								
Age	DC	AS(1)	AS(2)	AS(3)	IM	MM(1)	MM(2)	TOTAL
16-21	10	3	6	5	9	6	9	48
22-27	12	7	10	9	10	2	9	59
28-33	12	7	12	7	4	9	3	54
34-39	4	6	4	2	-	6	2	24
40 & over	15	7	3	-	1	4	2	32
TOTAL	53	30	35	23	24	27	25	217
<u>Dropouts</u>								
Age	DC	AS(1)	AS(2)	AS(3)	IM	MM(1)	MM(2)	TOTAL
16-21	8	3	2	2	-	1	3	19
22-27	7	2	5	2	3	-	8	27
28-33	7	2	3	-	2	4	2	20
34-49	4	-	2	1	-	2	2	11
40 & over	6	2	1	-	1	1	2	13
TOTAL	32	9	13	5	6	8	17	90

2. EDUCATION

Enrollees

Education	DC	AS(1)	AS(2)	AS(3)	IM	MM(1)	MM(2)	TOTAL
0 years	5	-	2	-	-	-	1	8
1-4	12	3	5	2	-	3	2	27
5-8	27	20	22	15	3	17	13	117
9-10	8	3	2	3	5	5	4	30
11-12	1	4	4	3	14	2	5	33
over 12	--	-	--	-	2	-	-	2

TOTAL	53	30	35	23	24	27	25	217
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Dropouts

Education	DC	AS(1)	AS(2)	AS(3)	IM	MM(1)	MM(2)	TOTAL
0 years	1	-	1	-	-	-	1	3
1-4	6	1	1	-	-	3	1	12
5-8	20	5	8	4	1	4	10	52
9-10	5	2	1	-	2	1	2	13
11-12	--	1	2	1	3	-	3	10
over 12	--	-	--	-	-	-	--	--

TOTAL	32	9	13	5	6	8	17	90
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Forty-six of the ninety terminations were for acceptable reasons. These included inadequate funds for subsistence in Nome, and frequent instances where the trainees' families required their providers to return home. In most of these cases, the trainee had not envisioned the implications of his absence and did not plan ahead. Either the family did not have enough food while the trainee was attending school, or there were essential duties left undone while he was away. Some trainees because of an over-hasty recruitment process, had misunderstood the allowance provisions. For example, it may not have been pointed out to some that the first allowances would not be received until two weeks after the course commenced. This would put one behind in his rent and meals and he could not catch up until the fourth week of training. During this period he would not be able to forward funds to his family. BIA welfare was able to assist some of these families during the initial lean period. Others, however, gave up and went home.

Forty-four trainees were terminated "without good cause". The bulk of these had problems adjusting to conditions in Nome and were unable to control their drinking. Most of those terminated "without good cause" had been arrested at least once while enrolled.

Many who left before completing their training were able to secure employment during the summer construction season. Returned questionnaires of those who terminated early indicated that they were working in a variety of jobs, ranging from cannery labor to construction equipment operation. Some trainees who dropped out secured employment as Airport Servicemen through their village councils. The training that the men received while at school undoubtedly helped them in competing for related employment.

The majority of the dropouts occurred during the first two months and the last two months of the program. On the average a terminated trainee was enrolled for a period of six weeks before serious problems arose. During the two months period December 1 - January 31 there were nineteen terminations. Thirteen occurred just before the Christmas holidays when the pull of the family was very strong. Numerous trainees received letters requesting them to come home.

Some left with the intention of returning to the school but were unable to raise the money for the return fare. Travel costs are high, as the only method of travel from Nome to other communities is by air. For example, round trip fare to the nearest village, sixty miles distant, is \$50. There are no connecting roads to villages in the area. Only one out-of-town trainee was able to return home without having to fly. He made the trip by snow traveler over a twelve-hour period and arrived back at school with a frost-bitten face.

In certain cases dropouts occurred due to the lack of equipment at the training facility. The Airport Service program was particularly affected by lack of equipment, instructor shortages and frequent breakdowns.

Over 50 percent of the trainees in the second section of the maintenance mechanic program were recruited by mail purely upon the recommendation of the village council. The State Employment Service and the E&D staff were not able to conduct a face-to-face interview with this group until after enrollment. Sixty-eight percent of the persons in this course did not complete. It was strongly confirmed through this experience that a face-to-face interview is necessary to insure a good selection.

B. Counseling Problems

Although there was no consideration of race in selecting trainees for Nome Multi-Occupational Training Programs, the geographical location and subject matter led to a heavy predominance of Eskimo and Indian people.

How to effectively "counsel" some two-hundred persons of a culture some fifty to one-hundred years past is a proposition that calls for many more persons and much more time than has been available to the E&D Project. We believe, however, that what we have started and what we have learned will be of help in future operation of the William E. Beltz Vocational School.

The ideal counselor here would be a person coming from the same race and environment as the persons he is counseling. But, he would have to be one who has personally overcome some of the problems common to his people.

Unfortunately for the less privileged, most of the Alaska Eskimo and Indian people who have successfully made the leap into the world of today have remained there and are completely divorcing themselves from their people. They have found it an impossible or unattractive prospect to return. Others have been unsuccessful in their bid and, finding themselves to be misfits in a modern society, have returned to their traditional culture--only to find themselves there to be equally misfit and insecure.

There are, of course, exceptions to these generalities. However, none of these happened to be both in sight and available when the E&D staff was organized.

Having read reports of other E&D projects throughout the nation we have seen that the usual professionally qualified guidance counselor is often unable to "reach" the individuals making up disadvantaged minority groups. This agrees with our contention at the beginning of the Nome Project that our personnel must be selected more for their demonstrated versatilities and knowledge of Alaskan problems than for their credentials in the conventional field of counseling. Nevertheless, it must be admitted we have advanced little beyond the stage of emergency treatment of trainee problems.

If, without sacrifice of sub-professional help, we could have tried the services of an adaptable highly trained counselor, it is likely some progress could have been made with emotionally disturbed trainees. It is no doubt true that some persons had to be dropped from school simply because the staff felt ill-equipped to tamper with their emotions.

Administratively, the counselors found themselves in an uncomfortable position of jurisdictional overlap. Generally speaking, the influence of the E&D Project ended when the trainees boarded the bus to go to school in the morning, and started when they disembarked from the bus at the end of the day.

The counselors, of course, could not restrict their activities so neatly. (The one area of even more difficult overlap was the food service program, in which the facilities, utensils, pots and pans, stoves, etc., were the responsibility of the school Superintendent, and the hired help, groceries, and management services fell to the E&D Project.) The ill-will bred in areas of jurisdictional overlap was monumental.

Communications was not satisfactory. While it was the required clear-cut duty of the counselors to record and communicate trainee problems to the instructional staff through the Superintendent's office, there was little reciprocation.

During some of the more intense (and ludicrous) periods of the cold war between the school and the E&D staff, Counselor Don Perkins, a former school teacher, found himself to be the only E&D man to whom the school superintendent would speak.

Perhaps the sorest point of difference between the school and the E&D counselors and Director was the trainee termination process. Oversimplified, the different points of view might be stated like this: 1. The instructional staff tended to judge a trainee's merit on his performance and attendance at school. 2. The E&D staff took a liberal stance toward those having scholastic difficulties, but who were adjusting well to the off-hours' environment. Conversely, the E&D staff energetically sought to send home men who, despite repeated counseling efforts, were living beyond their income and leading others astray. Interestingly, the latter are usually the better educated, more sophisticated young fellows who have little trouble in their training.

One explanation of this difference of approach between E&D and instructional staffs was that neither had sufficient contact with the other's field of activity. The E&D staff often saw the trainees at their very worst, while the instructors saw them at their very best.

As the program wore on, however, the instructors took a more personal interest in their trainees and volunteered their counsel in some of the off-hours incidents. It is a rude lesson indeed for a previously sheltered instructor to see his valedictorian-apparent reeling and blood spattered, telling the magistrate he has no recollection of throwing his buddy through a window.

The fact is, the number of consistent troublemakers who participated in the program has been small, the Alaskan, Indian, Eskimo, Aleut, although overly shy and withdrawn, vastly outshines his caucasian contemporaries in his cheerful outlook, honesty, courtesy, and resourcefulness. In our experience his chief adversary and tormentor is alcohol.

With the exception of a few individual triumphs our struggle with the coalition of unaccustomed cash and liquor for the trainees has been a losing one. Symbolic of our surrender is the practice of issuing training allowances on Friday if at all possible.

Irregularities in air mail arrivals provided occasion for the Employment Service to distribute allowance warrants at least once on literally every day of the week except Sunday. Whenever the allowances were paid on other than Fridays or Saturdays, the attendance record was decimated. Recreational events on such evenings were of no avail...Basketball or bowling on Tuesday night, for example, only

created a greater thirst and a greater absentee list Wednesday.

C. The Drinking Problem

The frequency of trainee incarceration is a topic of bewilderment and concern among staff members of William E. Beltz State Vocational School and the Nome Demonstration Manpower Project. We hold that our trainees of Eskimo and Indian extraction, most of them villagers, are relatively free of maliciousness and vindictive, as compared with indigent groups of urban societies.

Training began here September 28, 1964. Between then and the end of the program June 25, 1965, two-hundred-seventeen trainees attended for varying periods of time. Fifty individuals accounted for eighty-three arrests; all arrests resulted in at least one night in jail. Twenty-three percent of the trainees were arrested and jailed at least once or more during the five month period. All infractions involved drinking. Most prevalent charges were: Drunk in Public, Contributing to Delinquency of a Minor, and Drinking in a Private Home. Fostering the situation are conditions which constitute a most dangerous social environment.

There is a serious lack of off-training recreation. There are no government or private funds available to the vocational school for trainee recreational activities. Because there are no dormitories at the school all trainees live in Nome, which is over three miles across the tundra from the school.

Long, dark, cold winters discourage outdoor recreation in Nome but there are times when ice skating, skiing, fishing, and hunting serve to occupy many persons. Nome has no community recreation program. Some relief was seen in the fact that two VISTA Volunteers arrived here in August and were assigned to work on recreation. One of these left soon after arrival and was not replaced. The other is chiefly concered with children's recreation and with a newly established community ice-skating rink which he helped establish, and now manages.

Basketball is the number one sport here, but facilities are limited and are generally dominated by the more skilled players, who compete on organized City League teams. Most of the trainees are villagers who have had neither the incentive nor the equipment for basketball.

There is no community recreation hall in Nome except a denominational facility for children.

Other possible activities, volleyball, badminton, table tennis, and indoor softball could and should be organized for future trainees. With the elimination of some of the more time-consuming staff assignments unique to the first year of training, it would be advisable to assign an individual connected with the E&D program to be responsible for organizing a trainee recreation program and maintaining the effort.

Because the maintenance of a recreation hall exclusively for trainees would constitute a full time job for a counselor, and because many of the trainees would not regularly avail themselves of such a service, the Project Director feels there is insufficient staff to establish and operate such a facility. Rather, it would seem more feasible to actively cooperate with any civic or church group which makes an effort in this way to combat the community-wide problem.

The population of Nome and its environs is a seasonally fluctuating 2300, (1960 census). There are eight bars which operate legally seven days a week from

10:00 a.m. to 3:00 a.m., serving both beer and hard liquor. There are four liquor stores open seven days a week. Many persons are idle through the winter so there generally is plenty of congenial fellowship at bars.

Nome has no television. There is one theater showing films every evening.

With so many bars going full time, competition is keen. It is the opinion of some staff members that an inebriated person can be served in certain Nome bars long after the advisable cut-off time.

The town has one main business street on which all the bars are located. The City has a prowler car and a police force consisting of a chief and three full time patrolmen whose operations are concentrated on this street.

Add the ingredients-- Several unattached male villagers away from home and unaccustomed to having money and readily available liquor; MDTA allowance checks which none of the staff members are legally authorized to manage; highly competitive bars; weekends of idleness-- Here you have the aforementioned dangerous social environment.

As indicated in the beginning the large number of arrests of our trainees is a frustrating thing to all concerned but it cannot be compared with other societies, where maliciousness is usually involved. Excessive drinking is the sole problem of consequence here.

Following are some observations that may seem prejudicial, but which nonetheless are representative of the traits we noted in those villagers having trouble with their drinking.

1. There is little apparent stigma attached either to public drunkenness or to being jailed for intoxication.
2. Alcohol is used in dealing with frustrations and anxieties, but is rarely used day in and day out. It relieves doubts about home problems.
3. There is a tendency to bolt down whatever food or drink happens to be there, with no "pacing" of even the strongest drinks. The local Magistrate likens this to the traditional manner of subsistence hunting and fishing situations where the entire village gluts itself while the meat is there.
4. There seems to be a widespread barely hidden urge to behave like the white man. There is considerable drinking in Nome among the Caucasians and it is particularly out in the open in the cases of the comparatively affluent tourists and construction workers. Even the movies depict drunkenness as a trait of the most successful and sophisticated of people.
5. As is the case wherever drinking money is at a premium, the "Champagne Appetite" is, more often than not, appeased with cheap wines, or with such explosive tonic as 190 proof grain alcohol.
6. The Eskimo people are generous with whatever they happen to have in the way of money, food, drink. Although sharing the wealth is the key to survival in the home environment, it can mean the downfall of a man dependent upon MDTA allowances for his subsistence in Nome.

One peculiar thing we noticed was that the least sophisticated, most straightforward of the trainees are the ones who most often are jailed for their drinking. These do not bother to conceal their condition, and are easily noticed by the public and the police.

Those who have "been around" are more likely to stay out of jail. Yet these are the ones who cause the staff the most concern. These fellows know enough to stay out of the way of the police by having parties in their living quarters or other private domiciles. Thus, they pose serious problems in respect to fire hazard, broken furniture, windows and walls, and the illegal involvement of minor girls and boys.

As a consequence of this situation the group of trainees publicly considered the most irresponsible and unruly happened to be the ones who were most sincere in their training and best at paying their bills.

IV. CASE HISTORIES

Trainee A: A 25-year old Athabascan from the village of McGrath, married with one dependent. This man had been unemployed for over six months at the time he enrolled in the Airport Serviceman course. He previously had worked as an apprentice mechanic and needed further training to secure full-time employment. The trainee was an excellent student and did not miss a day of training. Through the cooperation of the Employment Service, E&D and the instructor, this man was placed on a permanent job with the State Department of Highways. He holds one of the very few year-round jobs in the Nome headquarters of that department. The foreman of the shop advises that this man is an excellent worker and an asset to the Department of Highways. The trainee moved his family to Nome and is now a permanent resident.

Trainee B: A 24-year old Aleut from St. Paul Island in the Pribilofs. Married with six dependents. Had been unemployed for two months. The trainee had several early scrapes with the law after arriving in Nome but was not incarcerated. After missing some time at school this man straightened out and completed the training. On completing the Maintenance Mechanic program he returned to St. Paul where he secured full-time employment as a mechanic for the Bureau of Commercial Fisheries. The training was beneficial to him in upgrading his skills for full-time employment. He missed only three of his seventy-nine days in training, despite several tardinesses initially.

Trainee C: A 32-year old Aleut from St. George Island in the Pribilofs, married with six dependents. He secured part-time employment while in Nome and on his return to St. George secured full-time employment as a maintenance mechanic. He had some trouble adjusting to life in Nome, but finally settled down. The trainee only missed three days out of sixty-seven days of training. The counselors worked closely with this man and were able to keep him in training so he could complete the course.

Trainee D: A 48-year old Athabascan from Kaltag on the Yukon River, married with five dependents, and unemployed over one year. He did not miss one day of school during the thirteen weeks' training period. He graduated in January and secured employment with the Bureau of Indian Affairs Plant Management. This man spent three weeks in Fairbanks job hunting and finally secured employment. Following are excerpts from the questionnaire completed by this trainee: "Had a hard time to obtain the above mentioned job. Was in Fairbanks for three weeks asking almost everybody. Was to the State Employment office everyday. I showed everybody my Vocational School diploma. I thought the State Employment Office in Fairbanks was working in close

cooperation with yours and other offices in Alaska. It was pretty discouraging to be asking everyday for three long weeks. I lost about fifteen pounds and added about two dozen gray hairs to my already gray head." We believe that the fact that this man continued to seek employment was due mainly to the confidence instilled in him while he attended school. This was the first opportunity he had for any further schooling since completing the 5th grade. His experience in job seeking illustrates the need for more coordination among State Employment Service offices in the MDTA field.

Trainee E: A 27-year old Eskimo from Pt. Hope enrolled in the Airport Serviceman program. Married with three dependents. This trainee was probably our most aggressive graduate, and he has excellent job hunting ability. His attendance was exceptional; he missed one day in thirteen weeks of training. He was one of the few high school graduates in the initial program. Shortly after graduation one of the E&D counselors ran into the trainee in Anchorage, where he was making application with various companies. The next time the E&D counselor saw the trainee he was in Barrow, having secured employment at the new BIA high school.

Trainee F: A 20-year old Eskimo from Kotzebue, single, no dependents, enrolled in the Maintenance Mechanic program. This trainee was contacted at the request of the Office of Vocational Rehabilitation and the District Magistrate in Nome. The E&D counselor interviewed him in the local jail and selected him for training. During the 16-week program the trainee was arrested once for drinking. Shortly after this, arrangements were made with a private family to house him for the balance of the program. It was pointed out to the trainee that when he completed the course he would be eligible for further OJT through the Office of Vocational Rehabilitation. Upon graduation he was referred by OVR and is now in Chicago receiving further mechanical training.

Trainee G: A 32-year old Eskimo from Little Diomed, enrolled in the Designer Craftsman program. This man is responsible for the support of his relatives on Little Diomed. It was anticipated that on completion of training he would be able to participate in a craft cooperative to be formed in the Teller area. Inasmuch as the necessary funding was delayed this trainee returned to his village. There is no transportation to the Island other than skin boat until the Bering Sea freezes, allowing ski-equipped planes to land. In fact, storms are a continuing threat in the Fall of the year, so there is a lengthy period without even skin-boat travel. If the E&D proposal for marketing coop is approved he will not be able to participate until after the first of the year.

Trainee H: A 22-year old from Anaktuvuk Pass enrolled in the third section of the Airport Service program. During 60 days of training this man was only absent one day. He was highly thought of by his instructors. His performance at school ranged from good to very good. Unfortunately, Anaktuvuk Pass is nearly inaccessible to quick communication for job development. It was hoped that the trainee would be able to promote a job on his own while in Fairbanks. Up until this time we have not received any information on the status of this trainee.

Trainee I: A 32-year old from Anaktuvuk, married, five dependents. This man did not miss one day of school during the twelve-week program. His performance in all phases of the course was excellent and he was highly recommended by his instructors. This is another case where the project has been

unable to follow-up on a trainee due to distances. The Employment Service does not have the facilities nor the staff for job development in remote areas. For greater success in training programs such as this there has to be more comprehensive job promotion carried while the trainee is enrolled in Nome.

Trainee J: A 26-year old from King Island, married, four dependents. This person benefited from the Designer-Craftsman program learning the use of new materials. A number of his craft items were shown at the Henry Galleries in Seattle. He intended to become a member of the first cooperative to be formed in Northwestern Alaska. Unfortunately, the new E&D project approval was delayed, preventing timely hiring of a Production Specialist to assist interested craftsmen in forming cooperatives.

Trainee K: This man's only previous work experience had been in subsistence hunting and fishing and self-employment as an ivory carver. At completion of the training he continued his regular carving with the old materials. He did not have the funds to purchase new tools to which he had become accustomed during the training program.

Trainee L: A 22-year old single man from Shishmaref, enrolled in the Instrumentman program. This trainee only missed four of the one-hundred-eighteen days of school. He was highly recommended by his instructor. Upon completion of training he secured interim employment with a local airline until his job opened up in construction. He then worked as a grademan until September when he terminated his employment and returned to his village. This man is not really certain what he desires from life. He has been offered three permanent jobs during the past three months, but desires to remain in the village.

Trainee M: A 30-year old from Little Diomedé enrolled in the Designer-Craftsman program, married, two dependents. This man was the top craftsman graduated from the 36-week Designer-Craftsman program. A number of his products had been shown throughout the Lower 48 and were well received. The E&D staff had discussed the possibility of assisting in the formation of cooperatives in Nome. This highly-skilled craftsman remained in Nome after completing his program awaiting approval of the E&D proposal. After three months of waiting, during which time the E&D staff heard nothing, this trainee gave up and returned to the inaccessible village of Little Diomedé.

Trainee N: A 24-year old from Unalakleet, married with two dependents. This man was president of the Student Council and an officer in the National Guard. He graduated from the surveying program at the top of his class and was hired by the Department of Highways to commence work at Valdez. Due to family problems he remained in Valdez only a short time, whereupon he returned to his home village and secured employment with the U. S. Public Health Service.

Trainee O: A 24-year old from Anvik enrolled in the first section of the Airport Service program. This trainee was referred by the Fairbanks probation office. The S&R officer interviewed the trainee at the Fairbanks jail and was impressed with his sincerity. The trainee did not miss one day of school during the thirteen weeks he was enrolled. Unfortunately, the first section was completed in the middle of the winter and the trainee was out of touch with the Employment Service in an isolated village. The trainee did not secure employment during the summer construction season and it is doubtful whether any job offers will be forthcoming this winter. Here again, with the great distances

existent in Alaska the Employment Service is unequipped to properly handle job referrals in isolated villages.

Trainee P: A 38-year old from St. Lawrence Island, married with five dependents. Even though this man only had a 6th grade education he was more advanced socially than would be indicated. The trainee was in several minor scrapes while in training mainly through his habit of trying to put something over on the other trainees. His attendance was excellent and since returning home he has been working as the Airport Serviceman on the Village airfield. It is believed that it was more through this man's persuasive personality that he secured the job than his equipment operating ability.

Trainee Q: A 45-year old from Shaktoolik, enrolled in the Maintenance Mechanic program. This man had only a 6th grade education and most of his work experience had been in subsistence hunting and fishing. At the time of enrollment he had been unemployed for three months. The instructors thought highly of this man and recommended him as an excellent worker. Here again the case arises that the man graduated in March and returned to his home village, some 160 air miles from Nome. A number of jobs became available during the summer, but because of the cost of the air fare and distance he was unable to relocate in Nome.

Trainee R: A 34-year old from White Mountain enrolled in the Airport Serviceman program. On completion of this man's training he was hired by the training facility as an assistant instructor. He did an excellent job while employed here, but was discharged when he missed work because of a drinking spree.

Trainee S: A 19-year old from Mekoryuk, enrolled in the Airport Serviceman program. Upon graduation the trainee returned home and was employed part-time as Airport Serviceman.

Trainee T: A 25-year old from St. Michael enrolled in the Airport Serviceman program. This trainee had a 7th grade education and had previously worked as laborer. The trainee did not miss a day of school during the thirteen weeks of training. His progress at school was above average. At the completion of his training the BIA referred him on relocation to a welding program in Dallas, Texas. It is felt that this would further upgrade his skills. At the time of this report he is still in Texas attending training.

Trainee U: A 33-year old from Selawik enrolled in the Airport Service program. This man had been unemployed for over one year. After completion of his training he returned to his village where work was exceptionally scarce. Letters were written advising him that he should apply to various companies in the area.

Trainee V: A 36-year old with a 5th grade education from the village of Noorvik. During the thirteen weeks of training this man did not miss a day of school. The instructors found him to be exceptionally dependable and always on time. The trainee graduated in January, applied for work with Kennecott Copper and was hired during the spring. On checking with his employer it was found that he has been an excellent worker, dependable at all times. There is a strong possibility that this man will be able to secure year-round employment with Kennecott.

Trainee W: A 35-year old from St. Lawrence Island, who missed only one day out of 17 weeks of the program. The trainee was enrolled in the Maintenance Mechanic course and performed satisfactorily. This course was important to him as it enabled him to keep his outboard motor and ski-do in good running condition. He had previously been outside the State on relocation and the noise of a big town was such that he could not stand it and returned to Gambell.

Trainee X: A 26-year old from King Island, graduated from the Designer-Craftsman program. He was interested in joining other King Islanders in the formation of a craft and marketing cooperative. It was hoped that the E&D staff would receive early approval of a request for the hiring of a production specialist to assist the graduated craftsman. As it now appears, the production specialist will not be available until the first of the year, some six months after Trainee X's graduation.

Trainee Y: Another King Island craftsman, 22 years of age, who was hoping to join in the formation of cooperative. The State Employment Service has placed this man in full-time employment at Kodiak working for a crab cannery.

V. INSTRUCTIONAL STAFF

Certainly worthy of comment is the difficulty encountered by the State Department of Education in obtaining and retaining instructional staff for the William E. Beltz State Vocational School. MDS 35-64 was witness to one full training year and the beginning of a second.

Of the nine instructors and one administrator here for the first training year, just three instructors returned for the second. The Superintendent did not. Following is a breakdown of the apparent reasons staff members did not renew:

1. One was on loan from another State agency. Teaching is not his basic profession. He is not available this year because he made arrangements to be stationed at Fairbanks while attending night courses at the University of Alaska.
2. Six were not hired because there were no openings in their specialties in this year's program.
3. One demanded a considerable pay increase, and left to take other employment when it was denied.

Although their leaving may be attributed directly to the short term, one-shot nature of MDTA training, only two of the six instructors in Item 2 might have been available had they been offered employment. The others left with undisguised hostility toward the job and the living conditions.

If one were to make a judgement of "cause" for instructor terminations as in the case of trainee terminations, five of the seven non-returning staff members would have been for "bad cause." That is, they failed to adjust to the situation and left at the earliest possible time. Looking at it further we see that five of the total ten persons on the instructional staff last year were hired in Alaska. Only one of the Alaska hires is among the seven theoretical "bad cause" determinations.

We have made this breakdown to illustrate a fact self-evident to those of us who have observed the program first hand. The percentages are against the effective adaptability of a teacher suddenly changed from a traditional academic

teaching position in a conventional community of the lower U. S. into a position teaching culturally deprived persons in Nome, Alaska.

This near truism is substantiated by a 40 to 50 percent annual teacher turnover in the Nome school system. The local Superintendent of Schools reports the reasons as being a combination of high cost of living, sub-standard housing, lack of recreational facilities, high cost of travel outside, and low beginning salary.

These conditions hold true in the case of vocational school instructors--except that the latter begin at a \$1000 per month figure, generally the same as an eight-year teacher in the Nome system.

Vocational School hiring of teachers was adversely affected both training years by the fact that financing was of a zero-hour nature. By the time MDTA funds were available, most qualified instructors nationwide had committed themselves to contracts.

It is further noted that the vocational school has been staffed either with academically oriented instructors or with persons more or less qualified to work in the subject trades, but having had no teaching experience. Granted, a qualified vocational instructor may be a rare individual. Nevertheless, the Nome MDTA trainees would have enjoyed much better job preparation had qualified instruction been available.

Vividly illustrating the miserable plight of an unadjustable personality, one of last year's vocational school instructors repeatedly and publicly complained, "If only my wife and I had waited one more day before deciding to come to Nome. That was the day we were accepted by the Peace Corps." This was not stated as wry humor; he actually expected compassion.

VI. HOUSING

The critical task of arranging for privately operated group living accommodations for the trainees was assigned to E&D Counselor Donald Perkins, the only permanent Nome resident on the staff.

Through Perkins' salesmanship, four local proprietors were favorably convinced of the commercial feasibility of opening some large residential buildings as dormitories.

Rental charges were fairly standard, being \$2.50 to \$3.00 per day. This included weekly change of bedding, general housecleaning once a week and all utilities. Space was provided for storage of clothing and for studying and reading.

The E&D office agreed to assist the landlords through counseling whenever there was difficulty with a trainee-tenant's conduct or delinquency in payment of rent money. The actual collection of money was left to the landlords.

By Nome standards the housing is average or better, although it certainly bears little resemblance to the modern sizable dormitory facilities soon to rise at the school site.

The local school board initially had a fear that the Nome grammar school and high school would become over-crowded through a large influx of vocational school trainee dependents. The E&D office advised the Board that there would be very few trainees accompanied by wives and children, because family travel expenses would not be paid through MDTA, and because most of the training

would be short-term. This estimation proved accurate, and the school system was not noticeably affected.

The houses were, in the main, independent units, separate from the school and from the influence of participating agencies. There were not sufficient Project resources to provide proctors to live-in with the trainees. Had the landlords made provision to hire persons in that capacity, they would have had to charge the trainees prohibitive rent.

Houses were controlled minimally, most often by leader-spokesmen appointed by the landlords or by persons who came to the fore through their abilities to lead their fellow trainee tenants--toward either constructive or non-constructive conduct.

Sometimes the landlord-appointed leader was given a discount on his rent and sometimes not. In either case the position was unenviable and ineffective.

Most of the houses were the scenes of boisterous drinking sessions just about as regularly as delivery of the weekly MDTA allowance payments. In view of moral and legal implications a man's home is indeed his "castle." Consequently, despite a good working relationship between staff and local law enforcement personnel, the merrymaking was quite unrestricted within the walls of our trainee residences.

The deepest fears of staff and landlords were tragically confirmed in December of 1964, when one trainee was fatally burned, and two others lost all of their possessions in an early morning fire which totally destroyed their house. The object lesson made little impression on the nocturnal activities of others, and the occasional middle-of-the-night wail of the fire whistle is a fearsome sound to staff members.

Considering occasional incidents of property damage and other bothersome episodes, those persons who operated the dormitory houses made few complaints. At the end of the training year Alaska Governor William A. Egan sent each landlord a personal letter of thanks for contributing toward success of the new school.

By this time, June, 1965, it became apparent that the school dormitories would not be ready for occupancy by the following year's trainees. One of the original landlords withdrew from the dormitory business. However, two of the remaining three improved their facilities; one of these remodelled an additional building for trainee occupancy.

Providing for the shelter of trainees in such a small community was one of the most significant accomplishments of the E&D project. Whether our villager trainees living in informal dormitories have conducted themselves any worse than would groups of military or college men cannot be validly estimated. Perhaps the best thing that may be said of the experience is that those who overcame the perils of independency in Nome and completed their training, learned a great deal. Surely they are now better prepared to hold a job than if they had led a more sheltered, restricted life while in training.

VII. FOOD SERVICE

A low-cost food service program at the school was necessary during this project. Restaurant prices in all parts of Alaska, including Nome, are high. A trainee from outside the Nome area and whose income was limited to MDTA allowances could not afford to attend the training if he had to eat all his meals

in restaurants. Moreover, the school is three and one-half miles from Nome, and transporting trainees in and out of town at noon would be costly in time and money. As neither the Education nor Labor Departments had responsibility or funding resources for a food service program, it became the assignment of the E&D Project.

With priority support of various state administrative organizations--most notably the Youth and Adult Authority and Divisions of Supply, Finance and Personnel--the vocational school food service program was quickly established.

A \$10,000 advance was loaned by the Office of the Governor to establish an operating fund. It was intended that this would be repaid and the account would be sustained through collections from trainees and staff for meals. As it developed, there was an ultimate loss exceeding the amount of the Governor's loan.

Many factors contributed to the loss, chief of which was the fact that a \$1.00 per meal charge was the maximum price which reasonably could be asked from the trainees. Their subsistence allowances totaled \$35 per week, and the standard rooming costs were \$2 to \$3 per day. Consequently, a \$15 total for three meals a day, five days a week, was an absolute maximum.

Adding to the financial downfall of the feeding program was the fact that there were far fewer meals served than anticipated. This occurred because so many trainees ate one or two meals at home or in the homes of friends to save money. Initial planning did not consider the fact that the Eskimo people are so thoroughly attuned to sharing things with relatives or visitors from their home villages. For example, when people from, say, Savoonga travel to Anchorage or Nome, they generally move quite without warning into the home of former Savoongans, perhaps to stay for an extended period of time. Communal living is a customary thing.

Because the school food service account was not established until after the last ship of the season had left Seattle for Nome, all supplies except government surplus were brought in by air instead of ship.

The daily need for kitchen work spanned approximately twelve hours, so two overlapping shifts (two cooks and three kitchen helpers) were retained through most of the training program.

The school did not receive Department of Agriculture surplus meats or fruits. Of great help to the program were the surplus stocks of rice, flour, beans, powdered milk, and (especially) butter. However, meat and fish were extremely expensive.

Hidden costs of administrative work by E&D staff and other state personnel were considerable. The E&D counselors spent a great deal of time helping trainees manage their affairs sufficiently so they could pay food service and other bills. Very little money was lost because of non-collection. However, this was attributable to the doggedness of the counselors. A common characteristic, even among the most reliable and honest of the trainees, was to wait until asked to pay their bills. Another problem resulted from the need to extend credit during the period before the trainees received their first checks. Once they had caught up with the debts incurred during that time, they were required to pay cash for meal tickets. We found that the use of meal tickets was a necessity. Even when a man was broke, he didn't go hungry. His friends invariably would loan him a meal ticket. On some occasions when otherwise dependable and sincere trainees became deeply indebted, they were given the opportunity to work for meals until they caught up.

In cases where a trainee was in debt to the food service program at graduation time he was asked to sign a Power of Attorney document before witnesses. The Employment Service then arranged to receive his final allowance check. The bill was collected, and the remainder was forwarded to the trainee's home.

Although our program was somewhat unseasonable for obtaining confiscated meat donations from the State Department of Fish and Game, we did get some help in the form of two moose which had been killed by a locomotive. This meat is in demand by many public institutions, and the Nome school, because it was relatively new and unknown and is in an isolated location, did not acquire more than the one shipment of meat.

With trainees in attendance from virtually every environmental background in Alaska, we initially were concerned about how to provide food to suit the various tastes. We decided there was no way to do it, and the aforementioned moose meat along with frequent servings of fish were the nearest to "native foods" we served. The menu was the same as in any mass feeding facility, and only the most elderly Eskimo trainees complained about such departures as chop suey and rice, spaghetti and meatballs, or chile con carne.

The food service program obviously was a critical necessity for success of the training program. Most of the trainees were fed better than ever before in their lives. The kitchen provided full-time employment for four local Eskimo residents, although the head cook was imported from Anchorage. All of the bread, some of the meat and fish, as well as many other provisions and supplies were purchased locally. Bulk orders were flown in from Anchorage, being purchased by the Division of Supply from low-bid vendors.

Lack of experienced management no doubt fostered the loss of money. However, the cook staff proved exceptional in the quality of their meals, in dependability and compatibility, and there was no kitchen staff turnover during the program.

Nevertheless, there was one serious lacking in that there was no management skill in the kitchen. It was impossible even to get a valid inventory unless it was done by E&D office staff. Inexperienced as we were, we had no adequate system to tell us just where we stood financially. We knew our amount of deposits, local miscellaneous expenses, cost of bi-weekly meat and produce orders, transportation bills, but had little control over the mass shipments of groceries ordered by state purchasing agents from low-bid vendors outside Nome. These were ordered in Anchorage and billed directly with the Juneau Office of the Governor. Neither the Project Director's office nor the Head Cook had any opportunity to review these orders. In fact, there was no notice of a shipment prior to its arrival at the Nome airport. Moreover, there was no purchase requisition on the scene to use for the initial inventory.

This confusing situation was a regrettable by-product of the hasty last-minute establishment of the food program. The only records the state could draw upon as a basis of planning were in the experiences of corrective institutions and the psychiatric hospital. These differ in so many respects--being located closer to the supplies, having a (literally) captive consumer group, and being budgeted per capita for food service--that their experience should only have served as a general guideline. Once the system was established, it proved near indivertable. The main reason was that the experts who initially set things in motion were not available for periodic reviews.

The one man in Alaska State government who specializes in the establishment and operation of institutional food service programs was briefly loaned to the Nome project. Working under a difficult deadline he hired and organized kitchen help, planned menus, ordered or purchased groceries and supplies, established an inventory system, put the newly-constructed kitchen into operation, and on October 8, 1964, was serving the first meal ever served in the school. Incidentally, that first meal was based on local reindeer steak. Remarkable as it was that so much was accomplished in such a short time by this individual, he left Nome as soon as things were underway and did not return. Although he would have been welcomed by the E&D staff to adjust the program to the situation, it could not be done. The cost of his transportation and per diem represented a prohibitive strain on the account. The same would have been true of importing an accountant to assist us in auditing the operation and in establishing some procedures to measure and control expenditures.

CONCLUSIONS AND RECOMMENDATIONS

I. RECRUITMENT

Recommendations for improvement of the recruitment process were published in periodical reports. Following is a summary:

A. It is advisable to spend more time in the villages interviewing persons recommended by the council. In the first year's operation, recruitment teams often went to four and five villages in a day spending only one to two hours in each place. This did not allow for adequate consideration of applicants. The E&D staff consistently has recommended that more time be spent in interviewing prospective trainees. This recommendation was wholeheartedly endorsed by Nome Office of the Alaska State Employment Service.

B. Guidelines in the form of questionnaires were developed by the E&D staff and implemented by the State Department of Labor to enable the less experienced Selection and Referral officers to make a better selection and check more thoroughly into the prospective trainee's background. These forms were devised by the E&D Staff during the summer period when planning was taking place for the second year's training program. A definite procedure was necessary so referrals could be standardized as much as possible.

C. It has been the belief of the E&D staff that sub-professional Selection and Referral Officers indigenous to the area should be hired by the State Employment Service whenever possible. The long range E. S. effort in the remote areas could well utilize the services of indigenous persons comprehensively trained under the heavy work-load conditions temporarily created by MDTA. The value of indigenous contacts has been demonstrated by staff members who sought the advice of former trainees during village recruiting trips.

D. When recruiting a married person, the training plan, the allowances and all other phases of the program must be explained in detail to the wife. The pitfalls of living in a community the size of Nome must be pointed out, as should be the long range benefits of the training.

E. It is found that a certain few village councils have tended to refer the worst trouble makers in town. In only one or two of these instances was the trainee able to straighten out. It is not certain whether the council referred the person to give him one final chance or whether it was to rid the village of an undesirable.

The final section of the Maintenance Mechanic program had over 50 percent of its trainees selected through the mail. This method was seen to be totally unsatisfactory as the class had a dropout rate of 68 percent. It is the conviction of the local Employment Service and the E&D staff that any potential trainee must receive a personal interview as well as council recommendation prior to selection.

F. Some of the expense of recruitment seemingly is duplicated because each local office of the State Employment Service works independently of the others in performing MDTA responsibilities. This is more true of the Nome situation than of the interrelationships of the larger, longer established offices such as in Anchorage and Fairbanks.

It would seem that instead of two-man teams from Nome extending into unknown territories in quest of trainees--often a few days before or after a recruiter from another E. S. office is there seeking trainees for his own office's MDTA courses--there should be more communication and cooperative intra-office recruitment effort.

In commenting on the recruitment, we would be remiss if we only criticized and suggested improvements of the Employment Service activity. It rightly should be added that recruitment was one of the most formidable and baffling of the initial problems facing the Nome program.

The State Employment Service has not only accomplished the job, but also has learned through its experiences and adjusted accordingly.

G. One problem recurring during the first year related to MDTA transportation allowances. The 10¢ per mile allowance provided under MDTA was not sufficient to meet the high cost of air travel throughout the State. During the early stages of the program the Bureau of Indian Affairs made funds available to pay the difference in the fares. In February when additional trips were necessary this fund had been depleted and it was only after persons had been referred that B. I. A. extended approval of further transportation funds. Partially due to the experience in the Nome program, the MDTA was amended to make it possible to pay the complete air fare from the outlying villages to Nome. This fact will make it easier in recruiting persons for next year's operation. Administration by the State Employment Service alone, without need for soliciting funds from another agency, will result in a much more efficient process.

II. JOB DEVELOPMENT AND PLACEMENT

A. We cannot, in good faith, subscribe to further MDTA training such as this year's Designer-Crafts and Motor Maintenance training programs which had no clear-cut job opportunity at the end. We take this position with regret, however, because we know it repudiates the training needs and rights of a large segment of Western Alaska's populace. Training of this type should be made available, but it would more effectively be financed on a continuing basis, with more lead time and follow-up provision than has been possible under MDTA.

B. Trainees must be encouraged to seek out employment on their own and not rely so heavily on government agencies to find their jobs. Only a few of the graduates were successful or even tried securing employment through their own initiative. It is obvious that employers are impressed by persons who go out on their own to seek work. The E&D staff has encouraged the training facility to give instruction in the art of locating jobs. This should be a continuing program throughout the year.

C. Some contact was established with various trade union state headquarters. Although they were cooperative, the contact was too sporadic and infrequent to be very effective. This effort should be increased in any future occupational training programs for residents of remote areas.

D. Just as in the recruitment effort, and even more important than there, the various offices of the Alaska State Employment Service would do well to establish more communication and cooperation in job development for MDTA graduates. Much of the problem extends beyond state level. Federal budgeting limitations of the Bureau of Employment Security preclude the financing of costly follow-up services in the bush. Consequently, the Employment Service was funded for recruitment travel, not job development travel.

During trips to the larger centers such as Fairbanks and Anchorage the ES and E&D staff learned that the Civil Service and other significant potential employers were not aware of what type of training was offered at the state's only Vocational school. The job development phase was handled by a two-man E&D staff and a two-man ES staff who had numerous other duties; so without the cooperation of the other State Employment offices, effective promotion and placement of the trainees cannot be made.

Anchorage and Fairbanks both have large Air Force and Army bases which do a great deal of civilian hiring. The hiring done at the bases is not only for the respective cities but also for outlying areas which have Air Force or Army sites.

E. The training facility should cooperate actively with ES and E&D staff in encouraging the trainees to keep their sights on future job possibilities. The training facility should keep accurate records on the trainee regarding the number of hours of training he has had in each phase of the course. The trainee's background and general ability should be recorded throughout the course so that a general rundown can be given potential employers.

F. During the first year of operation no employer addressed the trainees as a group. The school should encourage as many employers as possible to address training groups and to observe their classwork first hand. Each instructor should take a personal interest in his trainees. The more encouragement a trainee is given the more he is apt to complete the training.

G. Training in chiefly seasonal occupations should be timed for graduation at the appropriate time of year for employment. That was the way this year's successful Survey Instrumentman course worked out; graduation in mid-April led to almost immediate employment in summer construction work. The same held true of the third session of Airport Servicemen, who learned some heavy equipment operation. Conversely, the first two sessions of Airport Serviceman trainees were relatively out of contention for jobs after they had returned to their villages.

H. Finally--and this oversimplifies a problem easier recognized than solved--training is not an end in itself; economic development must be accelerated

if there is to be sufficient employment in Northwest Alaska to satisfactorily absorb the supply of vocationally trained indigenous and other resident people.

III. GENERAL RECOMMENDATIONS

A. The only narrative comments and records developed during the entire program were written by the E&D staff. Whatever was learned technically in the specific field of training was lost when the original Superintendent left. Narrative and statistical recording should be required of all major participating agencies in their special fields of responsibility.

B. Administrative, Instructional and Non-Instructional staff should be given much more indoctrination before being assigned. In the case of a person new to the State or new to Northwest Alaska, an educational program depicting the economic, cultural, geographic and climatic conditions of this section should be provided--preferably at Juneau, Anchorage or Fairbanks--before moving to Nome. If the person is new to state employment, he should also be fully informed on the conditions of his employment. New supervisory people should have instructions on the state's fiscal and personnel policies.

Although these are seemingly obvious steps which should be taken with new personnel of any organization, they have been neglected here. Full indoctrination is particularly important in assigning persons to remote areas. It is a highly expensive and difficult matter for a person to change his mind about the job after he already has come this distance.

All persons connected with an MDTA program--administrators, counselors, teachers, trainees, maintenancemen, cooks--should be instructed in the purposes and agency relationships the program implies.

C. One clearly and officially delegated top administrative authority should be established in a program such as this. The "coordination" position assigned this office has been time-consuming, questionable as to effectiveness, and harmful to the E&D mission.

D. Last, but certainly not least, it is recommended that the State of Alaska, in coordination with Federal authorities, direct urgent attention to developing a vocational education system which would make available to its citizenry training in these three broad areas:

1. Pre-Apprenticeship training--in trades such as plumbing, carpentry, electrical, etc.
2. Pre-Employment--in clerical, secretarial, bookkeeping, stenographic fields.
3. Basic training for Skill Development--upgrading persons having eighth grade education or less, and for those having the ability to develop sufficiently to secure a General Education Development Certificate. After completion of this phase, these persons could then enter vocational training.

Training should be made available evenings so facilities may be fully utilized and so employed persons may have opportunity to develop their skills.

STATISTICS

I. TOTAL ENROLLMENT -- Sept. 28, 1964 through June 25, 1965.*

	DC	AS (1)	AS (2)	AS (3)	IM	MM (1)	MM (2)	TOTALS
Enrollment	53	30	35	23	24	27	25	217
Droupouts	32	9	13	5	6	8	17	90
Graduated	21	21	22	18	18	19	8	127
% Droupouts	60%	30%	37%	22%	25%	29%	68%	41%

A. <u>Sex</u>	<u>Enrolled</u>	<u>Dropped Out</u>	<u>Graduated</u>
(1) Male	216	89	127
(2) Female	1	1	--

B. <u>Age</u>			
(1) 16-21	48	18	30
(2) 22-27	59	27	32
(3) 28-33	54	20	34
(4) 34-39	24	12	12
(5) 40 and over	32	13	19

C. <u>Education</u>			
(1) 0 years	8	3	5
(2) 1 - 4	27	12	15
(3) 5 - 8	117	52	65
(4) 9 - 10	30	13	17
(5) 11 - 12	33	10	23
(6) over 12	2	--	2

D. <u>Head of household or family</u>	100	39	61
E. <u>Member of household</u> (Elig. for allowances)	80	32	48
F. <u>Receiving youth allowances</u>	17	7	10
G. <u>Received subsistence allowances only</u>	19	11	8
H. <u>Welfare recipients</u>	38		
I. <u>Number with criminal history</u>	62		
J. <u>Number dropped for good cause</u>	46		
K. <u>Number dropped without good cause</u>	44		

*Training statistics for the second training year, starting in October, 1965 are included in periodical reports and will be recorded in the Final Report of the renewed E&D contract.

II. ENROLLEMENT, BY COURSE

A. Designer-Craftsman		<u>Enrolled</u>	<u>Dropped Out</u>	<u>Graduated</u>
1.	<u>Sex</u>			
(1)	Male	52	31	21
(2)	Female	1	1	--
2.	<u>Age</u>			
(1)	16 - 21	10	8	2
(2)	22 - 27	12	7	5
(3)	28 - 33	12	7	5
(4)	34 - 39	4	4	--
(5)	40 & over	15	6	9
3.	<u>Education</u>			
(1)	0 years	5	1	4
(2)	1 - 4	12	6	6
(3)	5 - 8	27	20	7
(4)	9 - 10	8	5	3
(5)	11 - 12	1	--	1
(6)	over 12	--	--	--
4.	<u>Head of household or family</u>	27	14	13
5.	<u>Member of household</u> (elig. for allowances)	12	9	3
6.	<u>Receiving youth allowances</u>	5	3	2
7.	<u>Received subsistence only</u>	9	6	3
B. Airport Serviceman (1)				
1.	<u>Sex</u>			
(1)	Male	30	9	21
2	<u>Age</u>			
(1)	16 - 21	3	2	1
(2)	22 - 27	7	2	5
(3)	28 - 33	7	2	5
(4)	34 - 39	6	1	5
(5)	40 & over	7	2	5
3.	<u>Education</u>			
(1)	0 years	--	--	--
(2)	1 - 4	3	1	2
(3)	5 - 8	20	5	15
(4)	9 - 10	3	2	1
(5)	11 - 12	4	1	3

	<u>Enrolled</u>	<u>Dropped Out</u>	<u>Graduated</u>
4. <u>Head of household or family</u>	16	4	12
5. <u>Member of household (elig. for allowances)</u>	10	3	7
6. <u>Receiving youth allowances</u>	1	1	--
7. <u>Received subsistence only</u>	3	1	2

C. Airport Serviceman (2)

1. <u>Sex</u>			
(1) Male	35	13	22
2. <u>Age</u>			
(1) 16 - 21	6	2	4
(2) 22 - 27	10	5	5
(3) 28 - 33	12	3	9
(4) 34 - 39	4	2	2
(5) 40 & over	3	1	2
3. <u>Education</u>			
(1) 0 years	--	1	1
(2) 1 - 4	5	1	4
(3) 5 - 8	22	8	14
(4) 9 - 10	2	1	1
(5) 11 - 12	4	2	2
4. <u>Head of household or family</u>	19	7	12
5. <u>Member of household (elig. for allowances)</u>	13	5	8
6. <u>Receiving youth allowances</u>	2	1	1
7. <u>Received subsistence only</u>	1	--	1

D. Airport Serviceman (3)

1. <u>Sex</u>			
(1) Male	23	5	18
2. <u>Age</u>			
(1) 16 - 21	5	2	3
(2) 22 - 27	9	2	7
(3) 28 - 33	7	--	7
(4) 34 - 39	2	1	1
(5) 40 & over	--	--	--

	<u>Enrolled</u>	<u>Dropped Out</u>	<u>Graduated</u>
3. <u>Education</u>			
(1) 0 years	--	--	--
(2) 1 - 4	2	--	2
(3) 5 - 8	15	4	11
(4) 9 - 10	3	--	3
(5) 11 - 12	3	1	2
4. <u>Head of household or family</u>	10	1	2
5. <u>Member of household</u> (elig. for allowances)	11	4	7
6. <u>Received youth allowances</u>	2	--	2
7. <u>Received subsistence allowances</u> <u>only</u>	--	--	--

E. Instrumentman

1. <u>Sex</u>			
(1) Male	24	6	18
2. <u>Age</u>			
(1) 16 - 21	9	--	9
(2) 22 - 27	10	3	7
(3) 28 - 33	4	2	2
(4) 34 - 39	--	--	--
(5) 40 & over	1	1	--
3. <u>Education</u>			
(1) 0 years	--	--	--
(2) 1 - 4	--	--	--
(3) 5 - 8	3	1	2
(4) 9 - 10	5	2	3
(5) 11 - 12	14	3	11
(6) over 12	2	--	2
4. <u>Head of household or family</u>	10	1	9
5. <u>Member of household</u> (elig. for allowances)	13	2	11
6. <u>Received youth allowances</u>	5	--	5
7. <u>Received subsistence only</u>	3	2	1

F. Maintenance Mechanic (1)

1. <u>Sex</u>			
(1) Male	27	8	19

		<u>Enrolled</u>	<u>Dropped Out</u>	<u>Graduated</u>
2.	<u>Age</u>			
	(1) 16 - 21	6	1	5
	(2) 22 - 27	2	--	2
	(3) 28 - 33	9	4	5
	(4) 34 - 39	6	2	4
	(5) 40 & over	4	1	5
3.	<u>Education</u>			
	(1) 0 years	--	--	--
	(2) 1 - 4	3	3	--
	(3) 5 - 8	17	4	13
	(4) 9 - 10	5	1	4
	(5) 11 - 12	2	--	2
4.	<u>Head of household or family</u>	16	5	11
5.	<u>Member of household</u> (elig. for allowances)	9	2	7
6.	<u>Received youth allowances</u>	--	--	--
7.	<u>Received subsistence only</u>	2	1	1

G. Maintenance Mechanic (2)

1.	<u>Sex</u>			
	(1) Male	25	17	8
2.	<u>Age</u>			
	(1) 16 - 21	9	3	6
	(2) 22 - 27	9	8	1
	(3) 28 - 33	3	2	1
	(4) 34 - 39	6	2	4
	(5) 40 & over	4	1	5
3.	<u>Education</u>			
	(1) 0 years	1	1	--
	(2) 1 - 4	2	1	1
	(3) 5 - 8	13	10	3
	(4) 9 - 10	4	2	2
	(5) 11 - 12	5	3	2
4.	<u>Head of household or family</u>	9	6	3
5.	<u>Member of household</u> (elig. for allowances)	12	7	5
6.	<u>Received youth allowances</u>	2	2	--
7.	<u>Received subsistence only</u>	1	1	--

PART II

FINAL REPORT

MDS 82-02-66-20

November 18, 1965 - June 30, 1966

This report on a special manpower project was prepared under a contract with the Office of Manpower Policy, Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

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OFFICE OF THE GOVERNOR
NOME DEMONSTRATION MANPOWER PROJECT
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U. S. Department of Labor
Washington, D. C. 20210

ATTENTION: Division of Special Programs

FROM: Earle E. Costello
Director
Nome Demonstration Manpower Project

Final Report, MDS 82-02-66-20
November 18, 1965--June 30, 1966

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I. ADMINISTRATION

A. Personnel--Project Director Earle Costello and Counselor James Russell are the only members of the E & D staff who began the program in mid-1964 and who are on hand at its completion. Briefly looking beyond this office, local professional staff attrition has been heavy program-wide. The Alaska State Employment Service Manager is the only remaining employee from his agency who participated in the program from the beginning. Three members of the original ten person instructional staff are all that remain. Reasons for staff turnover are discussed in the final report of the 1964-5 E & D Project, Section V of "How Did We Test Our Hypotheses."

The E & D Office has had its troubles keeping secretarial help. As the program ends, we can look back at a parade of six persons who have served as E & D Secretary. Amazingly, this experience is not unusual in this area. Because of a serious shortage of qualified persons in the secretarial field here, many underskilled individuals are hired in desperation and soon leave. In the E & D experience, for example, we consider only two of our six former secretaries as capable of getting and holding a job in this field in a more typical labor market. It is to be hoped that training such as this year's MDTA Clerk-Typist program here will eventually bring about overall improvement.

After two seasons of searching for ways to keep the free roving villagers in training through the early spring hunting period, the E & D staff this April lost its Eskimo secretary, a former trainee...He resigned to go seal hunting.

Counselor Russell had an unreasonably broad range of activity this year, because the State Employment Service did not have a counselor on the job as planned, and the school had a counselor on the payroll only three months. Along with whatever effort he could devote to trainee personal problems, Russell has worked at recruitment, job development and administration. With the project in its final stages, Russell had resigned effective May 31.

Staffing of two special projects newly assumed this year has been accomplished by hiring one additional full-time employee, Crafts Production Specialist Arthur Beam. The sealskin preparation in-village training program was administered by the Project Director and was implemented by four temporarily hired Eskimo women.

B. Administrative Office--The original plan for the E & D renewal project entailed a change of quarters from the State Vocational School to downtown Nome, as the school is some three and one-half miles from the scene of most of our work. Because the approved budget breakdown was not received until only three and one-half months remained in the program, the plan to relocate was abandoned. Overall expenses consequently decreased, but it is a certainty that our local transportation costs will exceed the budget.

C. Coordination Activities--An implied hypothesis for the Nome E & D program not previously expressed in writing might be, "that a myriad of public agencies can work together harmoniously and efficiently toward a common goal." As coordinating agency of the program, we can only admit defeat in our two-year quest of multi-agency cooperation and communication.

The two principal responsible agencies have contrasting modes of operation. The Alaska State Employment Service is oriented toward written records and directives while the school administration, under two successive Superintendents, has preferred oral operation. The apparent reason for the Employment Service's faithful disposition toward written communication is that the agency constitutes a widespread operating network. Communication and coordination must be rigidly maintained among offices located in communities across the state and the nation. The agency also is continually working in cooperation with other governmental and private organizations. Moreover, there is a chain of authority starting at Federal level and delegated through state government to local offices. Standardized written directives are the routine.

In education, centralized Federal and State control is considered an evil to be avoided at all costs. A school superintendent and his staff apparently can operate effectively though informally and independently in the usual academic setting. They form a homogenous unit accomplishing a specialized job not particularly dependent upon the services of other agencies.

After observing two years of frequent inter-agency misunderstanding we believe written communication is a must in cooperative programs such as this. Very briefly, the most troublesome areas of communication breakdown have been:

1. Counseling: E & D counselors (and the School Counselor during the three months he was on the job) have made a practice of recording individual trainee problems and sending copies to the other cooperating agencies when appropriate. Instructional staff has not.

2. Terminations: There were repeated occasions when trainees terminated without discussion with the counselor, without turning in books, without filling out MDTA allowance forms, without paying bills, simply because an instructor did not advise the administrators of the termination. The E & D counselor wrote and recommended a formal termination procedure, received three-agency approval and arranged for its publication over the Superintendent's signature. Distribution was made of this document (and two others) and a central administrative procedure book was established in the Superintendent's office. No additional procedures were established, the existing ones were ignored, and the file is not now to be found.

3. Instructional personnel make sporadic sorties into the job development field. Such help is welcome, effective and necessary. However, lacking coordination with other agencies, particularly the Employment Service, it breeds duplicated effort and confusion.

D. Technical Assistance--The Nome E & D Project has operated almost independent of central guidance. Although this might be considered an enviable situation after superficial consideration, we are sure that we could have done a better job if we had been given some evaluation and criticism.

We were visited by an OMAT consultant as the end came to our first year of operation. He was encouraging and helpful during his brief stay, but we were never provided with a critique of his findings.

II. TRAINING

A. Course Changes--The training program this year differed from last year's in two particularly noticeable respects: A. The Arts and Crafts program was not renewed. Although this was true of some of the other original courses, elimination of Arts and Crafts had the most noticeable impact on the characteristics of the trainee group. B. Addition of Clerk-Typist, Waitress, and Business Management courses this year created the first training opportunity here for women.

The Arts and Crafts program was eliminated with some regrets from the 1965-66 program, although the action met with concurrence of local level Employment Service, Education and E & D offices.

It was agreed that crafts training such as was given in the first year is a step in the right direction, but that it is not an end in itself. When a final decision had to be made on the new curriculum, there had been no technical assistance provided for graduates of the crafts program, and the operating methods and income of the craftsmen was clearly unimproved by their training. Under the circumstances, further crafts training could only be deemed training for training's sake.

A reason for regrets was that, with elimination of the crafts training, there was no program left for which the hardest core unemployed might qualify. These are the persons with little or no formal education or training background, having serious language barriers, and/or those who are of an advanced age.

The programs remaining on the curriculum had educational prerequisites which eliminated a large segment of the population of Northern and Western Alaska from qualifying. From the point of view of job development this created a distinct advantage over the initial year. Nevertheless, it has been difficult for the E & D staff to turn away from the forgotten segment of the population now having absolutely no opportunity for training. We have joined with the local office of the Alaska State Employment Service in recommending that a Basic Education program have highest priority in any future MDTA programs which may be held in Northwest Alaska.

Basic Education had been included in the Multi-Occupational program both years of the Nome program's operation. However, it is not offered except as a concurrent upgrading program with the occupational courses.

B. Course Offerings--The 1965-66 Multi-Occupational training program included:

- ✓1. Business Management: A twenty-six weeks program for twenty trainees having eighth grade education or equivalent.
- ✓2. Clerk-Typist: A twenty-six weeks program for twenty trainees having tenth grade education or equivalent.
- ✓3. Dump Truck Driver: An eight weeks program for twenty trainees with eighth grade education or equivalent.
4. Engineering Technician III: A twenty-six weeks program for twenty trainees with at least tenth grade attainment.
5. Maintenance Man, Building: A twenty-six weeks program for forty trainees having sixth grade or equivalent.

6. Maintenance Man, Engine (Diesel): An eight weeks program for twenty trainees having sixth grade or equivalent.

7. Village Policeman: A six weeks program for ten trainees of fifth to twelfth grade education. (This program was unusual in that the entire conduct of the program was delegated by the State Vocational Education Division to the Alaska State Police.)

8. Waitress: A six weeks course for twenty persons having equivalent of eighth grade education.

C. Problems--Just as in the initial year of training, lack of equipment plagued some of the training programs.

The typing course, for example, operated two weeks with neither typewriters nor any assurance there would be typewriters. When they finally arrived these machines were Selectrics-- a kind of typewriter nearly non-existent in Northwestern Alaska offices, but common in Juneau from where they were transferred.

The Building Maintenance program suffered even worse from lack of equipment, and some dropouts occurred as a result. Unfortunately, it is often the more earnest trainee who drops out when equipment shortages prevent him from learning. He realizes that he could better serve his family's interest as a hunter at home. Those here simply to draw an MDTA allowance through the winter stay whether or not they are learning.

Another early problem, chiefly in the Building Maintenance and Business Management programs was lack of instructors. As occurred in the first year's program teaching contracts were often effective the same day as the training. When an instructor's arrival was delayed, we had trainees on-hand to be placed through make-work assignments given by the other staff members. At best, the instructor arrived on time to start his class--but without opportunity for advance lesson planning.

There have been two apparent chief causes of the Department of Education's continuing problem in acquiring supplies and equipment and hiring instructors for the Nome institution. These are: A. Federal financing has been approved only on a last minute basis, and B. Personnel action and fiscal authority for even the most trivial transaction had remained in Juneau rather than being delegated to the local superintendent.

D. Recommendations--The Final Report of MDS 35-64 included recommendations for a more comprehensive occupational training program for Alaska. It was pointed out that there is ambitious expansion of academic facilities, particularly at elementary and university levels.

Since our report, the State Legislature has had a session, from which evolved a program to expand secondary education in the outlying areas. In fact, the site of the E & D Project, William E. Beltz State Vocational School, has been scheduled to become a high school this fall.

Our previous recommendation that the State develop a program to include Pre-Apprenticeship, Pre-Employment, and Basic Training for Skill Development remains, although we cannot see much in the way of impending action to encourage it.

The Manpower Development and Training Act has made a start in the right direction, in the opinion of the E & D staff. However, Alaska reportedly is to receive less MDTA funding next fiscal year than in the past, and it is difficult to see a way to maintain the effort.

III. SELECTION AND REFERRAL

During the second year's Multi-Occupational program 151 trainees were selected and referred to the William E. Beltz State Vocational School. This is 66 fewer than were enrolled during the 1964-65 training program. Because courses offered this year were generally more appropriate to occupations in the larger centers, only 37 villages were visited by the Selection and Referral Officers, whereas they visited over 100 villages in 1964-65. From the end of September 1965 until the middle of May 1966 eight recruitment trips were made. These ranged from the lower Kuskokwim in the South to Barrow and Wainwright on the Arctic Ocean. One member of the recruitment team was within two miles of Russian soil on Little Diomede.

The first trip was made to select trainees for Section I of the Building Maintenance program and the Clerk-Typist course, both scheduled to commence in early October. Due to the nature of these occupations, only larger towns or villages were contacted. Trainees were to be selected from Kotzebue, Barrow, and Tanana, which have sizeable BIA facilities due to be completed during the summer of 1966. Eleven persons were selected for the first section of the Building Maintenance program. Five were from Barrow with the balance being from Kotzebue. It is interesting to note that all five of the trainees selected from Barrow completed their course while only one of the six from Kotzebue remained the full 26 weeks. Five persons were selected for the Clerk-Typist program; one was a male trainee. The two selected from Barrow did not complete the course, while only one of the three selected from Kotzebue was enrolled the entire 30 weeks. One girl from Kotzebue was able to renew her typing skills sufficiently during her two months in training that she was classified as completing the course.

After Selection and Referral officers interviewed potential trainees various people in Barrow and Kotzebue were contacted to check out the individuals before selection. In Barrow Mrs. Sadie Neakuk, Magistrate in this northernmost village for some time, was asked to verify the selections. She gave us a complete run-down on the persons, their ability to work on a job and their social and behavioral habits in the community. In each case her recommendations and comments proved correct. In Kotzebue we contacted the City Clerk and the local state trooper to verify the information gathered through interviews. It is our feeling that only two of the Kotzebue selections for these two courses were poor ones. Section IV of this report, "Counseling", will cover the reasons of the majority of dropouts.

A member of the Alaska State Employment Service and the E & D Counselor completed the northern trip in a one week period. The E & D Counselor had a great deal of experience in selecting and referring persons to training both at the William E. Beltz State Vocational School and Anchorage Community College. He trained the State Employment Service Interviewer, who this year was new to the job.

The second recruitment trip was made by the Alaska State Employment Service manager for Nome who also has had a great deal of experience in selection and referral. During his trip he first visited the village of Mekoryuk on Nunivak Island. This trip was made to select persons for the first section of the Building Maintenance program and the Clerk-Typist course. Other towns and villages were Bethel, Crooked Creek, Sheldons Point, and Unalakleet.

During both these recruitment trips more time was spent in each village than has been true in the past. Time was taken to gather more background information from various sources such as the Postmasters, Magistrates, members of the village councils, National Guard NCO's and school teachers. It was felt by using forms developed by the E & D staff and adopted by the Alaska State Employment Service the dropout percentage would be lowered considerably from last year's program.

As outlined in our statistical section there is a considerable difference in the average age and education level of the trainees in this year's program, as compared with last year's. This is mainly attributable to the type of courses offered.

The third recruitment trip was made by the E & D Project Director. This trip was to Teller, Wales, and Shishmaref where a total of five persons was selected for training in the Building Maintenance and Business Management course. The initial use of the village councils as a selection device has been effective throughout the program although it has proved evident through past experience that a lengthy interview must be carried on with the individual recommended by the council. Background information of the prospective trainee has to be checked and verified.

The fourth recruitment trip was for the Business Management course, second section of the Building Maintenance course, and the Instrument Man or Surveying program. A member of the State Employment Service and the E & D Selection and Referral Officer flew to Gambell and Savoonga to conduct interviews. The E & D Selection and Referral Officer selected five men from Savoonga for these programs. All five men completed their 26-weeks program. During our two years' experience the village of Savoonga has had the best record of trainees completing their programs. This possibly is due to their having the least contact with outside influences; this is one of the latest villages in Alaska to have an airstrip. Previously, a Cessna 180 sporadically served the village. The only other transportation was either by skin-boat from Gambell during the summer when the ice pack had broken up or by dog team in the winter. This village is only 40 miles from the Siberian coast. The Alaska State Employment Service interviewer selected four persons in the village of Gambell. These men had a better over-all record than those selected during the 1964-65 school year.

The recruitment period was now extending into the middle of winter, and Selection and Referral Officers encountered temperatures in the minus 40° range in various areas of the state.

Arrangements were made to charter a Cessna 180 to go to the villages of Golovin, Elim, Koyuk, Shaktoolik, Unalakleet, Kaltag, Nulato, and Koyukuk and return to Nome. This trip was supposed to take three days, but due to severe winter storms the Selection and Referral Officers were not able to get back to Nome for a full week.

Men were selected for the second section of the Building Maintenance program and the Instrument Man course, which was due to start in mid-December. During this period the Alaska State Employment Service Manager was involved in the selection and referral of persons living in Nome.

The E & D counselor returned from Golovin and asked MDTA trainees from Kotzebue if they could suggest who might be interested in the Instrument Man program. After this, an overnight trip was made to Kotzebue where three were selected and referred to the Wm. E. Beltz State Vocational School. With the exception of regular Nome residents, all Instrumentmen were interviewed personally and referred by a member of the E & D Project. Having personal knowledge of the background of each trainee was a great deal of help to the Alaska State Employment Service Manager and the E & D staff, after the courses began.

During January, February, and March, the Alaska State Employment Service and E & D staffs were involved in recommending and drawing up proposals for potential future courses. B & R Tug and Barge Co. in Kotzebue had been contacted the previous summer about a proposed Diesel Maintenance course. The E & D counselor, who had written a narrative justification for the program, also was called upon to draw up the educational budget and training plan because no one in the Superintendent's office had ever done this sort of thing. Meanwhile, programs had been recommended for the following occupations: Waitress, Truck Driver, and Police training. During the time these programs were under Federal consideration, plans were being made for selection of trainees. Final approval was received on March 24 for these courses. A member of the E & D staff and the Alaska State Employment Service left the next day for Kotzebue.

The purpose of this trip was to select and refer trainees to the Diesel Maintenance course. Upon arrival in Kotzebue, Mrs. Edith Bullock of B & R Tug and Barge was contacted regarding possible referrals from among her seasonal employees. Mrs. Bullock had written and personally contacted 20 members of her staff who were employed seasonally as either tug captains or members of tug crews. Arrangements were made to air charter to villages on the Kobuk River. Mrs. Bullock wired the villages about the contact to insure that the persons were available for interview. By doing this, a considerable amount of time was saved. Nine persons selected for this course were seasonal employees of B & R Tug and Barge. Four of the nine were captains of tugboat crews operating on the B & R. This company helped considerably in proposing the program, recommending potential trainees and supplying training aids throughout the course.

Due to immediate job openings attendant to the opening of a new addition to a Nome hotel, only seven unemployed persons were located to attend the Waitress course. Referrals to this program were handled by the Nome Manager of the Alaska State Employment Service. It is interesting to note that the instructors and staff of the school thought these referrals were not up to the standard. Nevertheless, the trainees benefited a great deal from the course, mainly because they had an excellent instructor. The girls' appearance improved during the six weeks' training period. This program was beneficial to the trainees and will enable them to secure training related employment. The Waitress course was the only one in two years which did not involve the E & D staff.

After the Selection and Referral team returned from Kotzebue, a trip was scheduled to outlying villages on Seward Peninsula to select and refer men to the Truck Driving course. This trip was the seventh of the year to be made by a member of the E & D staff. The villages of Teller, Wales, and Shishmaref were visited, with a total of four trainees referred to the program. A prerequisite for this course was previous driving experience. Three of the four men recruited on this trip had very little of this. Although the course ran only eight weeks, the three men are now able to drive vehicles. The selection of these men was quite upsetting to the instructors, but after seven weeks with them the instructors have been able to train them to drive lighter vehicles.

Probably the most interesting trip of the year was for the selection of village policeman for the Patrolman course. This program had the endorsement of The Alaska State Police, who were in complete charge of the training. It was arranged for the officer in charge of outlying posts of Northwestern Alaska to accompany the State Employment Service Manager and a member of the E & D staff on the recruitment trip. Ten villages were visited in Northern and Western Alaska. The area ranged from Hooper Bay, south, to Point Barrow, north and west to St. Lawrence Island. The presentation to the village councils in Savoonga and Gambell was taped and could be used as a guide to recruiters traveling in coming years.

The area covered by the Selection and Referral teams during the past two years is over 400,000 square miles. Total mileage traveled by members of the E & D staff amounts to more than 1 1/2 times around the circumference of the earth. For comparison purposes, members of the E & D staff have covered an area larger than the states of Washington, Oregon, and California combined.

As pointed out in last year's final report, some of the councils referred persons who were not desirable trainees; it is our belief this year that no council deliberately recommended persons known to be poor referrals. We feel this was due to the extensive experience of the E & D staff and the Alaska State Employment Service in dealing with councils during the 1964-65 program. In every locality visited, at least one member of the Selection and Referral team had been in the village previously and was acquainted with the council. Where there had been poor referrals in the previous year's program, we pointed out where the council had made a mistake and requested that they recommend a person who would most benefit from the training.

In our final report of last year's program, we recommended seven changes to make a more effective selection of trainees. All but two of these were adopted by the Alaska State Employment Service. The two exceptions are: use of a sub-professional indigenous counselor and selection officer, and improved coordination of the recruitment effort with other Employment Service offices in the State.

IV. COUNSELING

A. Methods--During the past two years, three hundred and sixty-eight persons were referred to the Vocational School. It was the job of the counselors to do whatever they could to keep a person in school if possible.

Social and behavioral counseling was performed for each trainee at one time or another during the program, whether for a short time or for the duration of the individual's course. During the period of September, 1964, to May 31, 1966, the E & D counselor knew the name, face and background of each person enrolled at the Vocational School. The use of emphatic counseling was felt by the counselor to be fairly effective.

A recreation program was developed to create activity to expend some of the energy of the trainees. It did not solve any of the drinking problems. Difficulties which arose from drinking did not seem to deter the trainees from more drinking, nor did they become discouraged. A few would talk about it at times. To those trainees who drank to an excess, it seemed to be a way of life.

Fortunately, drinking was the only real problem encountered by school officials and the E & D staff. There was little or no stealing and no vicious gang fighting as known in other areas of the United States.

The trainees, for the second year, were housed in privately owned houses which had been converted into dormitories, and the landlords assisted a great deal with the counseling. A special problem arose this year when the recruitment of female trainees from out of town made it necessary to arrange individual housing in private homes. The prospective landlords were supplied with as much background information as possible. Some of the female trainees had relatives with whom they could stay. We thought that the latter situation would be ideal, but it proved just the opposite, as some trainees felt that relatives were too restrictive. Conversely, some elderly relatives proved too naive to realize when the girls were getting into trouble.

The E & D staff was plagued by phone calls on weekends from landlords wondering where their girls were and asking if we wouldn't find some other place for them to stay. For example, one girl had to be moved four times before she finally settled down.

Three of the female trainees were attending with their husbands. Suitable rental units were obtained by these people upon arrival in Nome.

The Nome City Police were exceedingly helpful in dealing with errant trainees. For example, the Project Director received a call from a landlord advising that one of her female renters was intoxicated and had gone coatless into sub-zero weather, taking the landlord's dog with her. The Project Director located her in one of the men's dormitories. He was unable to reason with her. She grabbed the leg of a bed, refused to stand up, and tried to get the large but fortunately amiable dog to attack the Project Director. He phoned the police who assisted him in carrying her home. After this episode, she was apologetic to all concerned, but the landlord wanted her to move. Another home was located, and she eventually graduated at the top of her class and obtained training related employment.

Testing of trainees has been a sore spot with the E & D staff. The State Employment Service did not do any testing this year. However, the school administered the SRA achievement test. Results and averages are included in Appendix A, Example No. 1.

Nine trainees took the GED test, with four of them passing and receiving their high school equivalency diplomas. Trainees attending the Clerk-Typist and Surveying courses were given special training in basic education, which helped those without a high school education to secure their GED diplomas.

We previously had suggested that the State ES experiment with other test materials; unfortunately, this was never done.

One girl who was enrolled in the Clerk Typist course was very shy at the start of the program. She missed a number of days and in one period was away two full weeks. The E & D counselor was away on a recruitment trip and on his return he phoned her. She advised that she was afraid to return to school as she thought she would be dropped. The E & D counselor and her instructor encouraged her to return. She completed the course and is employed full time with the City of Nome.

"Counseling" was also given by some of the trainees in encouraging others to remain in school. One girl in particular did much for another in bringing her out of her shell. The shy girl has secured full time employment in her home area.

At the request of the E & D Project Director, the school hired a sub-professional counselor, who worked three months. This man did much to ease the workload of the E & D staff. Just as in the previous year, those trainees with the most severe problems were minimally helped as there was no one in either the E & D staff or the school qualified to work with persons having serious emotional problems.

Some help was received from other agencies. Although the State Employment Service did not have a counselor this year, the office manager and Employment Interviewer did a great deal of work in counseling.

The Basic Education instructor conducted a formal survey on the backgrounds of the trainees. Results are included in Appendix A, Example No. 2 of this report.

B. Dropouts--Following is a summary of dropouts during the period April 1, 1966, through the end of the program. Prior dropouts occurring since the beginning of the program are summarized in previous reports.

Trainee A: A 27 year old resident of Nome enrolled in the Clerk Typist program. This girl reached the required skill level and secured employment with the City of Nome. She was classified as completing her course, and terminated for good cause.

Trainee B: A 22 year old from Fairbanks enrolled in the Truck Driving course. This man had hoped to upgrade his driving ability and receive training on tractor-trailer units. However, the school was late in securing a unit which would allow him to receive adequate training. He expressed a desire to return home where he might have a chance to attend a more appropriate course. He was terminated for good cause.

Trainee C: A 27 year old resident of Nome enrolled in the Diesel Maintenance program. This man was a good trainee while in school, and after six weeks' training he had a chance to be employed by the Department of Highways in Nome. He accepted the job and was terminated for good cause.

Trainee D: A 24 year old girl enrolled in the Waitress program. During two weeks' training she was in attendance only four days. She showed absolutely no interest in the course and was terminated without good cause.

During the 1964-65 school year there were 217 trainees enrolled in the various programs. The dropout rate was 41%. In this year's courses 151 trainees were selected and referred--a dropout rate of 34%.

In the 64-65 training year seven courses were offered. This year there were eight, with one additional section. As our statistics show, the persons enrolled are of a younger average age than last year's trainees. The educational level of trainees this year is also substantially higher. This is mainly due to the higher level of education required to enter the training program. Last year there was one woman enrolled as compared to 35 this year.

Forty-six of the ninety terminations last year were for good cause. Thirty-one of the fifty-two terminations this year have been for good cause. This is a substantial improvement. The majority of those terminated without good cause had problems associated with liquor. A higher percentage of the trainees from this year's program were arrested by the police for being drunk. This may be attributed to their youth and inexperience. There was less problem this year with trainees being homesick. Many of them had been away from home for B.I.A. schooling.

The Selection and Referral Officers in most cases talked to the trainees' families in the villages at time of recruitment to insure that they would be looked after while their providers were attending school. The Selection and Referral Officers were more experienced this year in explaining trainee allowances and how the men would be paid. Increased MDTA allowances this year made it easier for the men to provide for their families. For example, the Subsistence Allowance for Alaska was raised from \$5 to \$8 per day. Most of the men were able to get by satisfactorily with the allowance of \$56 per week.

The largest percentage of terminations occurred in the Clerk Typist program. Of the fifteen dropouts, two were transferred to the Instrument Man course, while six others were placed in training related employment.

Eighteen dropouts occurred in December, which was reminiscent of the previous year's program, with Christmas homesickness being the main cause.

V. EMPLOYMENT

A. Summary--Job development and placement activities have been much more successful than in 1964-65. Information secured approximately one month after completion of last year's program indicated that only 49 of the 217 graduates had been placed in training related jobs. As of the time of this report, when seasonal jobs are just beginning to open, 31 of the 151 trainees enrolled in 1965-66 have secured full-time employment. Two additional trainees have been placed in non-training related employment.

One of the main reasons for the improved record was the selection of courses this year. During 1964-65 training was given only in four occupations: Airport Service, Designer Craftsman, Maintenance Mechanics, and Survey Instrumentman. Three of these were intended to train a person to secure employment in his home village. Because of findings of the Alaska State Employment Service, occupational training during the current year has been in fields more appropriate to jobs in the larger centers, and in villages near military sites or bases.

Job development this year has been more active partly through diversion of the time of the E & D Counselor. The initial stages of job development began in 1965 when employer contacts were made in Kotzebue, Barrow, Unalakleet, Fairbanks, Anchorage and Kodiak. Employers were notified of the programs to be offered the coming year. As trainees neared graduation job development was conducted by writing employers to promote the hiring of certain trainees or group of trainees. Job development also was carried on during recruitment trips.

B. Recommendations--During the first year's program there was no effort by the training facility to instruct trainees in the methods of applying for a job, and in the proper completion of State, Federal and private employer job applications. This again was the case in 1965-66. Fortunately, the E & D Counselor and a member of the State Employment Service staff were able to brief this on a class-by-class basis prior to the trainees' graduation. We are convinced a more effective way of doing this would be to include it in the training program, and such was recommended in narrative justifications by the State Employment Service for each training program this year.

Just as in last year's experience there has been very little contact with labor union headquarters in Anchorage and Fairbanks. This could create particular problems in placing graduates of the Truck Driving course.

Close working relationships have been developed with employers throughout Northwestern Alaska during the Multi-Occupational programs. The Alaska State Employment Service in Nome must continue building this relationship if it is to promote jobs for residents of the area.

The following comments on vocational training and placement of persons who live in Northern and Western Alaska were made by the E & D Project on February 17, 1965: "Vocational schools must be realistically geared to provide training which can be converted to job opportunities throughout the State. Members of the present work force in rural areas of Northwest Alaska generally have a limited concept of jobs, job opportunities and job classifications.

In a short season many jobs are available, but because of lack of knowledge concerning the positions, isolation of the villages, lack of funds to travel for job openings, and hesitancy to face abrupt change of conditions, the native person often fails to fill and hold a job."

It is apparent at the completion of the E & D project that there is a government tendency to start work in the Arctic from scratch as if no previous knowledge existed, and that there has been a failure to coordinate work with others. An effort should be made to combine surplus native manpower with renewable natural resources. Along these lines, the Office of Economic Opportunity has hired a person as a consultant in the formation of cooperatives. The E & D staff presently has a Crafts Production Specialist employed to assist in the formation of craft cooperatives or associations and has applied for OEO financing to maintain the effort.

We believe the Alaska State Employment Service should have special work applications for mailing to bush communities. The present ES forms are standard throughout the United States and are not understood by undereducated persons when received in the mail. The State Employment Service might, on an experimental basis, select a representative group of villages and form a cooperative employment service. For example: A person would be picked from each village to serve as employment interviewer for his community. He would identify and record the skills of persons interested in working in their respective trades. A group of these representatives would meet to review the job skills of their people. Possibly a short course of instruction could be given at either a central location or by a representative of the State Employment Service traveling to each village explaining the mechanics of setting up and handling a cooperative village employment service. Current job openings and opportunities would be mailed to the village cooperative and the BIA radio would be utilized. The William E. Beltz school is scheduled to be a regional high school. Unless the area is to lose them, graduates must have more realistic job opportunities than presently planned.

The five large military bases in Alaska are in the process of converting more of the jobs presently filled by military personnel to civilian positions. The State Employment Service should be aware of the entire range of these job classifications. Information should be passed on to the Department of Education so vocational training can realistically be geared to openings as they arise. For example, one AC&W site in Northeast Cape during the past month has hired six additional employees. These are full time jobs available to the residents of Savoonga, Gambell, and Northeast Cape. Two enrollees of the Beltz School during the 1964-65 program were referred to the commanding officer during his March visit to the training facility. Other civilian jobs will be opening in the near future at the AC&W site at Unalakleet. We hear about these jobs simply through our presence in the State Vocational School, not as a result of the kind of job development program that might be established. Employment on the AC&W sites should be coordinated through the Anchorage Employment Service Office with communication means devised so residents in outlying villages will be notified of pending job openings.

With conversion to civilian employment on the various bases, the Civilian Personnel offices have advised that it will be necessary to create more Helper positions. The first so classified is that of "Operating Engineer, Steam". This helper position is classified by the wage board at range of W5. A training agreement is signed and after completing a specified number of hours, the trainee would be classified at a journeymen's level, wage board classification W-9.

Instructions should be available for potential applicants in completing the Civil Service form and Supplemental Experience Statement. This is an attachment to the Standard Form 57. The reason for it is that in certain job classifications it is no longer necessary to have four years' experience. These revised job descriptions cover various occupational fields such as Carpenter, Welder, Sheet Metal Worker, Plumber, and Electrician.

All high school counselors should have information on available job opportunities for those students who are not going to college, and there must eventually be a vocational-technical school facility available to further their training for employment.

It is our feeling that more detailed labor market and employer information should be supplied to State Employment Service local offices. For example, if a resident of this area contacted the Employment Service office for employer information on the Kenai Peninsula area, the local office would not be able to supply it. Information for other areas of the State at present is based on job announcements and personal knowledge of the situation. Any listing of jobs which the local offices can supply is for the more highly skilled types of occupations.

Probably the most interesting phase of job development will involve persons enrolled in the Designer Craftsmen course in 1964-65. The E & D staff has been endeavoring to set up cooperatives or associations to assist the craftsmen of the area in marketing their goods. It is interesting to note that the first cooperatives involving Eskimos were established in Northern Canada in 1959. As mentioned previously, this State is finally considering the cooperative technique as having possible merit. At present, the nineteen cooperatives in Northern Canada are successfully engaged in several activities such as commercial fishing, arts and crafts, housing, logging, store operation, and boat building.

Northwest Alaska Crafts Associations have been formed by the E & D project in Wales, Savoonga, Gambell, and King Island Village in Nome. These associations, excepting King Island Village, which has received a grant from the Indian Arts & Crafts Board, have no operating funds. The E & D staff through the Production Specialist, is endeavoring to obtain a \$50,000 revolving loan fund. Two other villages are in the process of forming associations. These are Teller and Little Diomedes. As mentioned above, with the expiration of our contract on June 30, 1966, it is hoped that continued financing of the Production Specialist's job will be supplied by the Office of Economic Opportunity. This phase of job development may be the most important aspect of the second year's Experimental and Demonstration Project. It is described in Part II of this report.

VI. FOLLOW-UP

Follow-up activities have been accomplished more or less on a hit or miss basis, being handled by the Alaska State Employment Service local Manager and the E & D Counselor during recruitment trips to various areas of the state.

It is hoped that although our methods are a little less formal than in some other projects, we have been able to attain comparable accuracy. Our area covers such a large region and the home communities of the trainees are so isolated it is next to impossible to contact each person who might be employed.

This information is extracted from some of the follow-up reports:

A. A twenty year old girl who completed the Clerk Typist course in 19 weeks. Prior to her leaving school, the E & D staff had contacted employers in her home area. When she reached the necessary skill level a letter was written to the U.S. Public Health Service Hospital at Kotzebue recommending her for employment. On the basis of that letter and a subsequent interview she was hired as personal secretary to the hospital administrator.

B. A twenty-seven year old from Elim who graduated at the top of his class in Surveying. He was hired by the Highways Department and is working as an Instrumentman. Although he is an officer in the National Guard he did not have a full time job prior to his training. At present his surveying job is seasonal, but he has a good chance for year round work.

C. Though this nineteen year old girl missed a great deal of time from her Business Management course, she has secured employment with the State Department of Welfare. She was suggested for training by one of the state senators. On interviewing her in her home village, Elim, the Alaska State Employment Service S&R Officer referred her to training. After experiencing many problems socially, she moved into the vocational school Superintendent's home, where she became one of the family. It was because of this change of environment that she was able to complete her training program.

D. A head of household enrolled in the Waitress course. After she upgraded her skill she obtained work full time in a local restaurant. This girl should be able to obtain employment in any locality.

E. When she first arrived at the school this twenty-two year old girl, who was enrolled in the Clerk-Typist program, wrote the following comments in an essay assigned by the Basic Education Instructor: "After completing my first year of Junior College in Cleveland, Tennessee, I came back home to Kotzebue. I didn't attempt to find a job as soon as I came back and so it went on for a year and a half."

We point out that this girl is very attractive, had the best typing ability in the class and was the one who the instructor felt would be able to fill the best job.

Her comments remain appropriate, for she has not attempted to secure employment during the past six months. The E & D Counselor and the Alaska State Employment Service Manager promoted at least two jobs for her in Nome and two in Kotzebue. During the time this girl was enrolled she had serious drinking problems on weekends.

The Superintendent of the school and his wife spent a great deal of time counseling her, even taking her into their home. Nevertheless, she dropped out of training before completion of the course.

Although this girl personifies the employment problems of the area, it is hoped she will eventually straighten out and live up to her potential. When the E & D Counselor and ES Manager last saw her in Kotzebue she was fishing through the ice for smelt.

F. Through contacts the E & D staff made in the Summer of 1965 this man was placed in a good construction job. Some companies will hire locally while others call the union in Fairbanks for all referrals. We feel the Employment Service could be more effective in the remote areas if it were more active in union relations.

We would like to point out that a lack of union contact is going to affect the truck driving program in that the majority of jobs are union and referrals originate from the union. Contact should be coordinated by the Anchorage Employment Service Office. Placement of some of the men should be simple, as the instructors are members of the Teamster's Union and could recommend a graduate for employment.

Too often the State Employment Service loses the personal touch, particularly when applicants from the remote areas are concerned.

For example, a memo was received by the State Employment Service Office in Nome from its counterpart office in a larger community. It was stated that there were no openings for body and fender men in the city. It developed that this information was supplied although no employees had been contacted. The individual being promoted was a villager, but he had graduated from a trade school body and fender program in Oregon. This is a shortage occupation.

A similar situation happened in another large Employment Service Office when the professional interviewer advised the visiting Nome E & D counselor there were no openings in a certain shortage occupation. The E & D counselor, a former E. S. man, picked up a telephone book and in ten minutes had promoted a job for the man.

Follow-up of MDTA graduates is a continuing process which will face the Nome E. S. office throughout the coming months. If it is conducted energetically, it will help develop a valuable employer relationship. The Nome E. S. Office was exclusively an unemployment claims office until some three years ago and is still struggling to overcome the general local impression that it is the "Unemployment Office".

STATISTICS

I. TOTAL ENROLLMENT -- October 18, 1965 through May 31, 1966 (Note: % dropouts includes those who left to take employment)

	CT	BM(1)	BusMgmt	BM(2)	IM	MM	W	TD	P	TOTAL
Enrollment	23	23	27	20	14	14	6	8	11	146
Added	--	--	--	1	--	--	1	3	--	5
Dropouts	16	11	11	7	1	3	1	2	2	54
Dropped out for trng., related employment	7	1	1	--	--	1	--	--	--	10
Placed, tr. rel.	11	2	4	2	4	10	2	2	5	42
Placed, non-tr.	1	2	1	2	--	--	--	2	--	8
Graduated	14	12	16	14	13	11	6	9	6	94
% Dropouts	69	48	41	30	7	21	14	18	18	36
Unemployed	4	1	8	5	5	2	3	2	--	30
INA	1	8	6	7	6	2	1	3	1	35

A. Sex	Enrolled	Dropped Out	Graduated
(1) Male	117	36	81
(2) Female	34	18	16

B. Age	Total	Male	ENROLLED Female	Total	Male	Female	Total	M	F
(1) 16-21	46	31	15	20	10	10	26	21	5
(2) 22-27	58	44	14	25	17	8	33	27	6
(3) 28-33	17	13	4	5	5	--	12	8	4
(4) 34-39	12	11	1	--	--	--	12	11	1
(5) 40 & over	18	18	--	4	4	--	14	14	--

C. Education									
(1) 0 years	1	1	--	--	--	--	1	1	--
(2) 1 - 4	5	5	--	1	1	--	4	4	--
(3) 5 - 8	64	52	12	19	15	4	45	37	8
(4) 9 - 10	26	18	8	11	5	6	15	13	2
(5) 11 - 12	52	39	13	21	14	7	31	25	6
(6) over 12	3	2	1	2	1	1	1	1	--

D. Head of Household or Family									
	56	45	11	22	16	6	34	29	5

II. ENROLLMENT, BY COURSE

A. Patrolman	Enrolled	Dropped Out	Graduated
1. Sex			
(1) Male	11	2	9
2. Age			
(1) 16 - 21	3	--	3
(2) 22 - 27	5	1	4
(3) 28 - 33	2	1	1
(4) 34 - 39	1	--	1
(5) 40 & over	--	--	--

	<u>Enrolled</u>	<u>Dropped out</u>	<u>Graduated</u>
3. <u>Education</u>			
(1) 0 years	--	--	--
(2) 1 - 4	--	--	--
(3) 5 - 8	6	2	4
(4) 9 - 10	1	--	1
(5) 11- 12	4	--	4
(6) over 12	--	--	--
4. <u>Head of Household or Family</u>	2	1	1

B. Waiter-Waitress

1. Sex

(1) Female	7	1	6
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2. Age

(1) 16 - 21	--	--	--
(2) 22 - 27	4	1	3
(3) 28 - 33	3	--	3
(4) 34 - 39	--	--	--
(5) 40 and over	--	--	--

3. Education

(1) 0 years	--	--	--
(2) 1 - 4	--	--	--
(3) 5 - 8	7	1	6
(4) 9 - 10	--	--	--
(5) 11- 12	--	--	--
(6) over 12	--	--	--

4. Head of Household
or Family

3	--	3
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C. Dump Truck Driver

1. Sex

(1) Male	11	2	9
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2. Age

(1) 16 - 21	1	1	--
(2) 22 - 27	5	1	4
(3) 28 - 33	1	--	1
(4) 34 - 39	4	--	4
(5) 40 and over	--	--	--

	<u>Enrolled</u>	<u>Dropped Out</u>	<u>Graduated</u>
3. <u>Education</u>			
(1) 0 years	--	--	--
(2) 1 - 4	--	--	--
(3) 5 - 8	3	1	2
(4) 9 - 10	3	--	3
(5) 11 - 12	5	1	4
(6) over 12	--	--	--
4. <u>Head of Household</u> <u>or Family</u>	5	--	5
D. Instrument Man			
1. <u>Sex</u>			
(1) Male	14	1	13
2. <u>Age</u>			
(1) 16 - 21	5	--	5
(2) 22 - 27	8	1	7
(3) 28 - 33	1	--	1
(4) 34 - 39	--	--	--
(5) 40 and over	--	--	--
3. <u>Education</u>			
(1) 0 years	--	--	--
(2) 1 - 4	--	--	--
(3) 5 - 8	--	--	--
(4) 9 - 10	2	--	2
(5) 11 - 12	12	1	11
(6) over 12	--	--	--
4. <u>Head of Household</u> <u>or Family</u>	5	--	5
E. Maintenance Man, Building, Section (1)			
1. <u>Sex</u>			
(1) Male	23	11	12
2. <u>Age</u>			
(1) 16 - 21	8	4	4
(2) 22 - 27	6	3	3
(3) 28 - 33	3	2	1
(4) 34 - 39	1	--	1
(5) over 40	5	2	3

	<u>Enrolled</u>	<u>Dropped Out</u>	<u>Graduated</u>
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3. Education

(1)	0 years	--	--	--
(2)	1 - 4	--	--	--
(3)	5 - 8	14	5	9
(4)	9 - 10	4	2	2
(5)	11 - 12	5	4	1
(6)	over 12	--	--	--

4. Head of Household
or Family

9	6	3
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F. Maintenance Man, Building - Section (2)

1. Sex

(1)	Male	21	7	14
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2. Age

(1)	16 - 21	7	2	5
(2)	22 - 27	5	2	3
(3)	28 - 33	4	1	3
(4)	34 - 39	2	--	2
(5)	over 40	3	2	1

3. Education

(1)	0 years	--	--	--
(2)	1 - 4	--	--	--
(3)	5 - 8	14	4	10
(4)	9 - 10	5	2	3
(5)	11 - 12	2	1	1
(6)	over 12	--	--	--

4. Head of Household
or Family

7	2	5
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G. Clerk-Typist

1. Sex

(1)	Male	4	3	1
(2)	Female	19	13	6

2. Age

<u>Age</u>		M	F	M	F	M	F
(1)	16 - 21	2	8	1	6	1	2
(2)	22 - 27	3	8	3	6	--	2
(3)	28 - 33	--	1	--	--	--	1
(4)	34 - 39	--	1	--	--	--	1
(5)	40 and over	--	--	--	--	--	--

		<u>Enrolled</u>		<u>Dropped Out</u>		<u>Graduated</u>	
3.	<u>Education</u>	M	F	M	F	M	F
(1)	0 years	--	--	--	--	--	--
(2)	1 - 4	--	--	--	--	--	--
(3)	5 - 8	1	4	1	2	--	2
(4)	9 - 10	--	6	--	5	--	1
(5)	11 - 12	4	7	3	4	1	3
(6)	over 12	--	1	--	1	--	--
4.	<u>Head of Household or Family</u>	--	7	--	5	--	2

H. Business Management

1.	<u>Sex</u>						
(1)	Male	18		6		12	
(2)	Female	9		5		4	
2.	<u>Age</u>						
(1)	16 - 21	4	7	2	4	2	3
(2)	22 - 27	7	2	3	1	4	1
(3)	28 - 33	1	--	1	--	--	--
(4)	34 - 39	1	--	--	--	1	--
(5)	40 and over	5	--	--	--	5	--
3.	<u>Education</u>						
(1)	0 years	--	--	--	--	--	--
(2)	1 - 4	1	--	--	--	1	--
(3)	5 - 8	8	1	1	1	7	--
(4)	9 - 10	3	2	1	1	2	1
(5)	11 - 12	3	6	3	3	1	3
(6)	over 12	2	--	1	--	1	--
4.	<u>Head of Household or Family</u>	9	1	1	1	8	--

I. Maintenance Man, Engine

1.	<u>Sex</u>			
(1)	Male	14	3	11
2.	<u>Age</u>			
(1)	16 - 21	1	--	1
(2)	22 - 27	5	3	2
(3)	28 - 33	1	--	1
(4)	34 - 39	2	--	2
(5)	40 and over	5	--	5

	<u>Enrolled</u>	<u>Dropped Out</u>	<u>Graduated</u>
3. <u>Education</u>			
(1) 0 years	1	--	1
(2) 1 - 4	4	1	3
(3) 5 - 8	6	1	5
(4) 9 - 10	--	--	--
(5) 11 - 12	3	1	2
(6) over 12	--	--	--
4. <u>Head of Household or Family</u>	8	1	7

APPENDIX A
Example No.1

SRA ACHIEVEMENT RESULTS

Building Maintenance

Trainee	Work Study		Reading		Language Arts			Arithmetic			Comp.
	A	B	A	B	A	B	C	A	B	C	
1	2.0	4.3	4.8	3.7	3.6	4.1	8.9	5.5	7.0	5.3	4.9
2	3.5	5.1	1.0	1.0	4.0	1.0	6.3	4.3	6.0	5.5	3.7
3	5.8	5.8	6.0	5.3	4.4	5.3	10.8	6.9	5.2	5.5	5.6
4	6.1	4.6	6.0	6.8	6.0	4.8	8.9	4.6	6.8	3.9	5.8
5	7.7	9.5	9.0	9.8	11.0	7.8	12.3	7.5	8.4	7.4	10.1
6	6.1	4.8	7.3	6.6	4.3	5.4	5.5	6.5	6.3	5.9	5.8
7	11.4	12.7	11.7	11.8	10.6	11.6	9.3	12.4	9.8		11.2
8	1.0	1.0	1.0	2.0	3.0	3.0	4.9	4.6	5.6	3.0	2.9
9	3.8	1.0	4.6	4.6	9.3	11.1	8.6	5.2	5.2	5.5	5.8
10	10.2	10.0	10.2	8.8	10.3	11.3	7.9	9.3	7.1		9.4
11	6.7	8.5	7.6	7.1	8.3	7.1	10.8	6.2	8.1	6.9	7.7
12	6.3	5.3	5.5	5.1	5.5	5.1	12.3	6.9	7.3	6.6	6.5
13	10.6	10.5	10.2	11.0	8.8	8.8	11.8	8.5	7.8	9.8	9.7
14	7.4	7.1	9.0	6.8							7.5
15	6.9	9.0	9.3	8.8	7.3	7.8	8.1	8.8	9.3	8.4	8.2
16	6.1	7.1	7.6	7.9	6.8	7.1	10.3	8.1	7.3	4.7	6.4
17	4.8	7.1	5.8	5.9	5.0	6.3	7.4	4.9	6.3	5.9	6.0
18	9.8	9.0	8.4	10.0	8.3	6.3	12.3	8.3	9.8	10.4	9.1
19	8.4	10.7	9.8	11.0	11.0	7.8	11.3	11.3	11.8	9.2	10.2
20	5.3	9.5	6.8	7.0	5.5	8.3	7.1	6.9	8.4	5.9	7.0
21	5.6	5.3	9.8	8.3	11.8	11.1	12.8	8.3	9.3	10.7	8.5
AVE.	9.3	7.0	7.2	7.1	7.2	7.1	9.3	7.3	7.6	6.7	7.2

APPENDIX A
Example No. 1

SRA ACHIEVEMENT RESULTS

Business Management

Trainee	Work Study		Reading		Language Arts			Arithmetic			Comp.
	A	B	A	B	A	B	C	A	B	C	
1	7.4	9.0	8.4	7.3							8.0
2	6.9	6.1	6.0	6.0	11.4	11.6	13.0	7.1	7.0	6.4	8.1
3	5.4	7.1	7.1	7.5	7.2	7.4	10.3	7.1	7.0	10.3	7.6
4	11.2	13.0	8.8	10.6	11.0	8.7	8.9	13.0	10.6	11.5	10.7
5	13.0	13.0	11.9	13.0	10.5	11.2	12.2	13.0	8.8	11.9	11.8
6	12.0	8.8	9.1	10.6	13.0	12.6	12.5	9.7	8.8	8.4	10.5
7	1.0	5.1	6.2	5.1	1.0	4.2	8.3	6.5	5.6	5.5	4.8
8	1.0	6.3	8.1	7.7	10.2	9.8	13.0	6.2	8.8	8.9	8.0
9	11.4	10.0	9.8	10.2	11.0	7.4	12.3	8.5	7.0	10.4	9.8
10	4.3	5.6	6.6	5.3	4.4	6.5	4.9	6.0	6.8	6.6	5.7
11	5.1	7.1	4.5	5.1	4.1	5.4	9.3	7.7	7.8	5.9	6.2
12	11.4	11.5	10.0	10.2	10.6	11.6	12.8	10.5	11.8	9.8	11.0
13	1.0	3.6	1.0	3.7	1.0	1.0	9.3	1.0	5.6	1.0	2.8
14	8.8	6.6	6.2	7.1	11.0	9.3	10.8	7.5	8.1	7.8	8.3
15	3.9	6.1	7.8	7.9	10.6	9.8	9.3	6.7	6.8	3.7	7.2
16	5.6	7.9	6.0	7.1	6.8	6.5	10.8	7.1	6.8	7.8	7.2
17	7.4	8.5	6.2	6.2	10.7	9.3	11.8	6.5	8.1	6.1	8.0
18	12.2	11.8	10.5	10.5	9.3	8.8	11.8	10.8	7.8	11.4	10.4
19	9.8	7.6	7.3	7.1	8.3	7.4	10.8	10.0	9.3	6.6	8.4
20	3.9	6.6	8.7	8.1	8.1	6.0	11.8	7.3	9.3	6.8	7.6
21	6.5	8.8	7.1	7.0	8.3	6.5	9.8	7.1	6.0	8.0	7.5
22	4.6	5.8	5.0	6.0	4.5	6.8	9.8	4.6	6.6	4.7	5.8
23	11.0	10.5	12.9	13.0	13.0	13.0	13.0	11.9	13.0	10.4	12.1
24	8.0	7.6	11.0	9.0	10.6	12.0	12.3	8.1	6.6	6.6	9.1
25	6.5	7.1	7.1	7.3	6.8	5.6	12.3	7.5	6.6	5.7	7.2
AVE.	7.1	10.4	7.7	7.9	8.5	8.2	10.8	8.0	7.9	7.6	8.1

APPENDIX A
Example No. 1

SRA ACHIEVEMENT RESULTS

Clerk-Typist

Trainee	Work Study		Reading		Language Arts			Arithmetic			Comp.
	A	B	A	B	A	B	C	A	B	C	
1	3.7	3.5	2.0	4.5	6.8	6.8	11.8	5.5	6.3	2.0	5.2
2	9.8	10.2	12.9	11.8	8.3	11.1	12.8	11.9	9.8	11.0	10.9
3	13.0	8.5	11.7	11.5	13.0	11.1	13.0	13.0	10.6	12.0	11.7
4	9.3	10.7	10.5	11.8	11.8	10.2	12.8	.5	8.1	7.4	10.1
5	9.8	9.3	9.8	10.2	8.8	13.0	13.0	10.8	8.4	8.2	10.1
6	6.7	6.3	7.3	7.1	6.0	6.3	12.3	7.7	8.1	8.0	7.5
7	10.2	7.9	9.8	10.5	11.0	9.8	11.8	10.5	10.6	12.0	10.4
8	5.3	5.1	7.6	7.1	5.5	7.1	7.7	10.5	5.5	6.4	6.7
9	8.0	7.3	10.7	10.7	10.6	11.1	12.3	9.8	9.3	9.0	9.7
10	7.7	10.7	6.6	8.1	11.8	10.7	12.8	7.9	6.6	10.4	9.3
11	8.0	12.7	6.8	6.6	11.4	10.2	13.0	11.0	8.1	8.9	9.6
12	6.3	8.5	6.6	6.8	6.8	6.8	9.8	7.1	6.8	8.4	7.3
13	10.2	-1.5	11.5	12.0	11.8	9.8	13.0	11.9	9.3	8.6	10.9
14	8.0	7.6	10.5	10.0	10.2	10.7	12.8	12.4	8.1	9.5	9.9
15	6.9	5.3	5.8	5.9	10.6	9.8	11.3	5.8	6.3	7.4	7.5
16	10.6	9.0	7.6	10.0	10.6	11.1	13.0	10.0	7.3	10.0	9.9
17	10.2	9.0	10.2	11.8	11.4	12.5	13.0	11.3	9.3	11.4	11.0
18	3.9	4.3	5.8	5.1	6.0	6.3	11.3	6.2	8.4	6.4	6.3
19	7.7	7.1	9.5	4.5	10.6	11.6	9.8	7.5	7.3	9.5	8.5
20	8.4	8.8	11.2	8.1	12.2	12.0	12.8	7.7	8.8	7.3	9.7
AVE.	8.2	8.2	8.7	8.7	9.8	9.8	12.0	9.4	8.2	8.7	9.1

APPENDIX A
Example No. 1

SRA ACHIEVEMENT RESULTS

Diesel Mechanic

Trainee	Work Study		Reading		Language Arts			Arithmetic			Comp.
	A	B	A	B	A	B	C	A	B	C	
1	6.5	11.0	9.3	8.8	8.8	7.8	12.3	9.5	10.2	8.9	9.3
2	1.0	3.6	3.5	3.7	2.0	2.4	5.7	2.8	5.2	2.1	3.2
3	1.1	3.6	3.5	1.0	1.9	2.3	8.0	3.1	3.6	3.5	3.2
4	7.7	8.2	8.4	7.9	8.8	11.1	11.3	6.9	7.5	5.0	8.3
5	1.0	4.3	4.0	3.7	3.7	2.5	7.9	4.9	6.3	2.3	4.1
6	0.8	1.0	1.0	1.0	1.0	0.5	4.9	1.0	4.0	1.0	1.6
7	1.0	7.5	1.0	1.0	0.9	1.0	0.8	0.4	2.1	6.3	1.7
8	9.3	12.4	12.4	8.5	12.6	11.6	13.0	12.2	13.0	13.0	11.8
9	13.0	11.2	8.7	8.5	8.3	10.2	10.3	12.2	9.8	9.5	9.1
10	5.8	8.2	9.8	9.0	9.8	9.3	10.8	6.9	7.3	5.7	8.3
11	7.1	10.0	10.5	9.8	6.4	6.3	10.3	7.3	7.8	4.4	8.0
12	3.5	5.1	5.1	1.0	1.0	3.8	3.6	6.0	5.6	3.7	3.8
13	0.8	4.3	2.1	1.0	1.1	2.9	5.7	4.9	6.3	3.0	3.2
AVE.	4.5	7.0	6.1	5.0	5.1	5.5	7.6	6.0	6.7	5.3	5.8

APPENDIX A
Example No. 1

SRA ACHIEVEMENT RESULTS

Instrument Man

Trainee	Work Study		Reading		Language Arts			Arithmetic			Comp.
	A	B	A	B	A	B	C	A	B	C	
1	8.0	11.0	10.5	12.9	13.0	12.5	13.0	9.3	13.0	12.3	11.6
2	7.4	6.3	9.0	10.0	8.8	10.6	12.3				9.2
3	6.1	5.6	7.8	6.4	5.5	5.4	9.3	6.7	7.0	5.7	6.6
4	8.8	11.2	9.5	9.8	9.8	7.4	11.8	10.8	8.4	8.6	9.6
5	13.0	11.0	12.3	13.0	11.8	13.0	13.0	13.0	13.0	11.7	12.5
6	9.8	10.2	8.7	8.1	9.8	8.8	12.3	7.3	7.3	5.5	8.8
7	11.0	12.4	11.0	12.6	9.8	11.6	13.0	9.8	9.8	10.1	11.1
8								11.0	11.8	10.1	
9									8.0	11.4	
10	9.8	9.3	9.8	10.2	8.8	13.0	13.0	10.8	8.4	8.2	10.1
11	6.3	8.5	6.6	6.8	6.8	6.8	9.8	7.1	6.8	8.4	7.4
AVE.	8.7	9.5	9.5	10.0	9.3	9.9	12.0	9.7	9.5	9.4	9.2

APPENDIX A
Example No. 1

SRA ACHIEVEMENT RESULTS

Truck Drivers

Trainee	Work Study		Reading		Language Arts			Arithmetic			Comp.
	A	B	A	B	A	B	C	A	B	C	
1	13.5	13.8	12.6	12.9	11.0	11.1	11.8	13.0	12.6	12.6	12.5
2	6.3	9.8	9.0	7.1	10.2	7.4	11.8	8.3	10.2	7.1	8.7
3	13.8	14.0	11.5	13.0	11.0	11.1	11.8	11.0	13.0	10.5	12.1
4	1.5	3.8	5.0	4.1	3.5	4.5	11.3				4.8
5	2.3	5.8	6.2	5.5	5.3	6.8	7.7	6.2	5.6	6.3	5.8
6	8.0	8.5	10.7	11.5	11.8	8.8	13.0	10.5	10.6	12.0	10.5
7	7.4	7.9	9.5	10.7	9.8	12.0	8.9	11.0	11.8	8.2	8.0
8	4.8	5.1	5.3	6.0	5.7	5.8	10.3	6.7	7.0	6.8	6.4
9	7.7	9.8	9.5	10.2	11.0	11.1	8.6	6.9	6.8	7.1	8.9
10	10.2	9.5	9.0	12.6	8.3	12.5	10.8	9.3	8.1	7.8	9.8
AVE.	7.6	8.8	8.8	9.4	8.8	9.1	10.6	8.3	8.6	7.8	8.8

APPENDIX A
Example No. 1

SRA ACHIEVEMENT RESULTS

VILLAGE PATROLMAN

Trainee	Work Study		Reading		Language Arts			Arithmetic			Comp.
	A	B	A	B	A	B	C	A	B	C	
1	7.7	6.3	6.8	6.8	11.0	8.8	13.0	6.0	8.1	4.1	7.9
2	3.7	4.1	4.5	2.1	3.5	2.5	11.5	4.3	5.2	3.7	4.5
3	4.8	4.3	4.8	4.1	3.7	4.7	10.3	7.3	7.5	6.1	5.8
4	3.7	4.8	4.8	4.1	5.1	5.1	6.6	4.0	4.0	4.1	4.6
5	2.1	5.3	1.1	1.1	4.4	5.1	10.8	4.6	3.6	4.1	4.2
6	8.4	12.4	9.0	11.5	12.6	11.6	13.0	11.3	13.0	13.0	11.6
7	3.5	5.1	6.6	5.1	4.4	4.5	7.1	6.2	8.1	4.1	5.5
8	11.0	11.0	10.0	10.7	11.8	11.6	13.0	9.8	9.8	9.5	10.8
9	0.5	4.1	1.1	1.1	4.3	4.2	6.8	4.0	4.8	3.5	3.4
10	8.4	8.8	9.3	9.8	7.3	7.8	12.3	8.5	9.3	8.4	9.0
AVE.	5.4	6.6	5.8	5.6	6.8	6.6	10.4	6.6	7.3	6.1	6.7

APPENDIX A
Example No. 1

SRA ACHIEVEMENT RESULTS

WAITRESS

Trainee	Work Study		Reading		Language Arts			Arithmetic			Comp.
	A	B	A	B	A	B	C	A	B	C	
1	3.5	5.3	4.0	5.2	6.0	5.4	13.0	5.2	7.3	5.0	6.0
2	6.3	4.1	6.6	5.3	7.8	6.8	9.3	5.2	4.0	6.1	6.1
3	1.0	1.0	3.5	2.0	3.7	2.0	2.0	1.0	1.0	2.0	1.9
4	5.6	5.3	4.3	2.8	3.9	5.8	4.7	4.3	6.0	4.1	4.6
5	1.0	3.8	2.0	2.0				4.0	4.8	4.1	3.1
6	8.4	10.2	9.5	10.0	10.6	10.2	12.3	10.8	8.1	9.5	9.96
AVE.	4.3	5.0	5.0	4.5	6.4	5.0	8.2	5.1	5.2	5.1	5.2

APPENDIX A
Example No. 2

M E M O R A N D U M

To: Earle E. Costello
Charles King
Eli Reyes

Date: April 20, 1966

From: Constantine J. Knutsen
Basic Education Instructor

Subject: Characteristics of Trainees

A similar statistical characteristic survey was conducted by myself last year with highly satisfactory results. Using the same questionnaire, with a few additions, I passed it out to all the trainees at the William E. Beltz State Vocational School who have almost completed their training. The questionnaires were not given to those trainees who just started training.

A. BACKGROUND & HISTORICAL CHARACTERISTICS

The matriarchiac nature of the trainees' background has been of some interest to me. In obtaining this information, I asked two questions: 1) who made the majority of the income in the family, and 2) who was the most important and influential in his or her life.

PERSON MAKING MAJORITY OF INCOME IN FAMILY

Mother, Stepmother	14%
Grandmother	0%
Father, Stepfather	57%
Grandfather	2%
Other	21%
No Answer	6%

PERSON TRAINEES NAMED AS "MOST IMPORTANT" AND HAVING
"MOST INFLUENCE" IN THEIR LIVES

Father, Stepfather	33%
Grandfather	4%
Mother, Stepmother	21%
Grandmother	5%
Teachers	3%
Clergy	2%
No Answer	32%

Another family background characteristic of interest relates to the trainee's position in the family with respect to birth order. My data gathered shows that majority of the trainees attending are first born.

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Example No. 2

BIRTH ORDER OF TRAINEES

1st Born	24%	5th Born	9%
2nd Born	14%	6th Born	14%
3rd Born	11%	7th Born	4%
4th Born	9%	8th Born	2%
No Answer 13%			

In the area of trainee background characteristic, educational background and attitudes are of particular interest. A high percentage of this year's trainees have completed high school thus making the "reason for dropping out of school" not applicable.

WHY TRAINEES DROPPED OUT OF SCHOOL (Elementary & Secondary)

Needed more money, needed a job	14%
Not learning anything useful	9%
Expelled	4%
No school available	15%
Marriage	11%
No answer	47%

B. CHARACTERISTICS OF TRAINEES ATTITUDE & MOTIVATION

One cannot exactly measure the motivational and attitudinal problems of trainees simply; it cannot be done. We can only categorize simply by stating that a person of low motivation is one who lacks the goals and aspirations that most people in modern society desire, and who does not show society's value about what it takes to attain these goals. The goals and values of the trainees are separate entities from those of the modern society. On the other hand, one can find problems of low motivation and demoralization among people who abuse the societal aspirations and values but who see very little possibility in their situations of attaining these goals. Although in the attitude toward education, they have strongly indicated that they know that education and training are crucial for the procurement of a decent job.

REASONS TRAINEES FEEL THEY HAVE HAD DIFFICULTY IN GETTING JOBS

Lack of skill, experience, education	35%
Didn't look hard enough	11%
No jobs available	23%
Didn't know where to look	7%
No answer	14%

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Example No. 2

Another question asked was what it takes for one to get ahead in life. Again the trainees stated that education is the crutch needed for self improvement.

WHAT IT TAKES FOR ONE TO GET AHEAD

Learn a skill, get more education	69%
Responsibility, initiative, pride	31%

DO YOU PLAN TO GO BACK TO SCHOOL

Yes	55%
No	45%

I asked them what they hoped to get out of this school, their immediate answer has been; learn a trade, get more education and to get a job.

Then the question was put forth asking them what parts of school curriculum they liked best, and most helpful.

PARTS OF SCHOOL CURRICULUM MOST HELPFUL

Basic Education	30%
Vocational Education	50%
Class room work	20%

Few questions were asked to determine their reaction toward instructors and staff personnel connected with the school. Although more chose the vocation and basic education instructors, it should be recalled that the main part of the course dealt with these individuals.

WHAT INSTRUCTORS OR STAFF YOU THOUGHT MOST HELPFUL

Project Counselor	0%
Superintendent	4%
Vocational Instructor	69%
Basic Education Instructors	27%

The purpose of this study is to somehow try to understand the trainees in knowing their attitudes and what they themselves want in life. As they have indicated, the majority of the trainees highly value vocational training and education. Thus they have attended this training facility in order that they themselves may learn a skill, a trade and finally they might be able to gain employment.

CRAFTS PRODUCTION TECHNICAL ASSISTANCE

I. SUMMARY

The Crafts Production Specialist commenced work on January 1, 1966. Subsequently, through his effort, needed craftsmen associations were formed in several Eskimo communities.

Remote isolated villages of Northwestern Alaska are the permanent homes of over 12,000 Eskimo people. Because of the arctic climatic conditions in this bleak and barren area, their day to day existence is extremely harsh. Food is scarce, housing is inadequate and heating fuel is expensive. Most families are living on the proceeds of their hunting, trapping, and sale of their arts and crafts products. Surveys* agree that, through the consistent sale of arts and crafts products, these people could immediately raise their living standards. (This office is providing a carefully planned arts and crafts technical assistance program under which these citizens can help themselves.) The key instrument in the effort is the Craftsmen Association.

A successful craftsmen association can enable a village to have a crafts workshop equipped with small basic power tools and a supply of working materials. One of the most important functions of an association is to buy crafts products from its members for cash. The association also acts as business agent for members. Generally, native craftsmen receive only store credit in payment for their ivory carvings and other craft work. This practice makes it difficult for men in isolated communities to obtain cash. Also, the policy of paying only in store credit deadens the craftsmen's incentive toward sustained production. They tend to produce only enough for their daily needs, such as fuel and canned food. During our many meetings held in various villages to assist craftsmen in forming associations, the men agreed they would produce far more if they were receiving cash instead of store credit.

The craftsmen association of the King Island Community has been fortunate in receiving a \$12,000 financial grant from the U. S. Department of Interior's Indian Arts and Crafts Board. Other villages are without sources of loans to finance their associations. This office has endeavored to check all agencies which might possibly make a \$5,000 or \$6,000 loan to a village, but thus far we have had no success. The banks require excessive collateral, and government agencies are hesitant in allocating funds for new projects based on crafts. It seems that there is a connotation of hobby crafts, which is certainly not the case in Northwestern Alaska. The need for an association loan fund in poverty ridden Eskimo villages is great. Their most immediate potential for a four season cash income is the sale of their arts and crafts.

*The most recent Alaskan arts and crafts survey, by Ernst and Ernst consultant firm under contract with the Bureau of Indian Affairs, is in its final stages. The E & D project was one of the firm's contacts, and the Crafts Production Specialist traveled with the Ernst and Ernst representative to several villages.

Marketing the association's products is not a problem. Large orders can be obtained. In fact, large orders are continually being placed; but, under present conditions they are not being filled. As explained above, the craftsmen receive only credit from the stores for their effort.

Many of these people live under primitive conditions almost beyond belief, and the cost of everyday necessities is among the highest in the world. The Production Specialist has visited villages where gasoline is \$1.10 per gallon, and kerosene oil costs \$75.00 for 100 gallons. This high cost of necessities represents a terrible burden for these people, especially when their average annual cash income is only a few hundred dollars. Most village men attempt to support their families by the traditional hunting and fishing and living off the land. However, these are survival methods not conducive to a sustained liveable economy. Most Eskimo men are excellent hunters, but they are also very capable and skilled craftsmen who can produce highly salable arts and crafts. Hunting and trapping is on the decline even in remote areas, and the Eskimos are becoming more and more dependent upon income from the sale of their artistic products.

Some craftsmen require individual assistance to help them overcome personal problems which impede their production of crafts items. As an example, Danny Iyakitan of Gambell was born with badly deformed hands. His fingers are webbed and very poorly formed. Even with this handicap, Danny is an excellent ivory carver. However, he is unable to hunt and has difficulty obtaining walrus tusks and other necessary working materials. Men such as Iyakitan and others with unique problems have received constant encouragement, guidance and technical assistance.

II. VILLAGE SURVEY

Because the new Ernst and Ernst report has not yet been published, a prerequisite for this office's arts and crafts program was a survey of crafts production in the villages. Most crafts producing villages in Northwestern Alaska were visited by the Production Specialist, although there are so many of them and they are so widespread that some have not yet been reached. Ample time was spent with the councils and craftsmen in their communities to determine the extent of technical assistance and production encouragement each required. Basic to this determination was an analysis of income actually realized through crafts as compared with potential. The meetings included discussions in the area of quality standards in workmanship and selection of working materials.

The E & D crafts production survey covered these points:

- A. Availability of craft producing materials and tools.
- B. Extended production on present orders.
- C. Capability of craftsmen to meet delivery deadlines.
- D. Determination of quality when filling large orders.
- E. Price variations on like items of equal quality.
- F. Possible income loss due to lack of production.
- G. Diversity of items produced.
- H. Efficiency of present craftsmen organizations.

I. Invoicing and billing methods.

J. Individual problems of both producing and non-producing craftsmen.

One of the assignments of the Crafts Production Specialist is to maintain close contact with the village craftsmen to expedite completion of orders for their craft work. Many of the craftsmen have required training in proper paperwork procedures when dealing with various business organizations. The Specialist also coordinates an exchange of raw materials such as baleen and raw ivory between village associations, to help offset surpluses and shortages in different areas. Baleen and ivory can be traded between the villages on an equal basis of pound for pound, but communication as to the supplies on hand in various communities has been lacking.

In some villages, able craftsmen are without tools and/or electrical power. These men have received guidance in obtaining the necessary equipment to increase their craft productivity and thereby increase their cash income. Personal contact with craftsmen in the villages has uncovered the main problem spots and action is being taken in an attempt to alleviate these problems.

While in the villages on the initial survey, the Production Specialist also assumed a follow-up project which gave an indication of various villages' capabilities in filling orders on a timely basis. In December, 1965, the Alaska Command Exchange ordered \$30,000 native produced arts and crafts for a special promotion. Villages participating in this large order were Savoonga, \$15,000; Gambell, \$5,000; Wales, \$5,000; and Little Diomedes, \$5,000. The bulk of the Exchange's order was placed with Savoonga as they had a large inventory of completed crafts merchandise. The Alaska Command was concerned as to the craftsmen's adherence to the specified shipping deadline. The Exchange had to receive all merchandise by February 1, 1966. The Exchange's program was carefully planned to coincide with the Anchorage Fur Rendezvous, and late shipping on the part of the native arts and crafts producers would nullify the promotion.

Every effort was made while on the initial survey to assist the villagers in fulfilling their commitments to complete this large order on schedule. Nevertheless, the net result was that St. Lawrence Islanders sold about \$12,000 worth of merchandise to the Exchange, while the other villages together sold about \$1,000 worth. In this single order some \$17,000 in cash was lost to the villages.

Following are portions of the Production Specialist's activities in four villages visited during the initial survey. As the King Island Village effort represents an on the scene continuing program, it is explained first. Reports on activities in other villages are quoted from the travel notes of the Production Specialist.

A. KING ISLAND VILLAGE--One of the most significant successes of the Production Specialist has been the establishment of the Nome King Island Village Craftsmen Association. Forty-five enthusiastic arts and crafts producing men and women have joined this organization. When the Bureau of Indian Affairs closed the school on King Island a few years ago the people were forced to leave their traditional homes and move to the Nome area so their children could attend public schools.

These people settled in an area approximately one mile east of downtown Nome. Since hunting for walrus, seals, and beluga whales is not nearly as good in the Nome area as around their original Island home, these people have become more and more dependent upon income from the sale of their arts and crafts products. Although the close proximity of Nome has created social problems for these people, the population center has provided a ready market for their arts and crafts.

Formation of the new association and establishment of a workshop presents a real challenge. Formal organization made possible a significant development. The Indian Arts and Crafts Board of the Department of the Interior has promised a \$12,000 financial grant for establishment of the Nome workshop. Thus far, none of the grant money has arrived, but even without funds yet on hand, a great deal has been accomplished. After a thorough search of Nome, two buildings were located which would be suitable for a workshop after being moved near King Island Village. The cost of these two buildings was \$2500, and the estimate for moving them to the new site was \$500 each. Since we did not have any money to pay for the move, it was necessary that we arrange to have it done gratis. This was accomplished by coordinating other agencies who volunteered to cooperate. The necessary heavy equipment and snow removal was provided by the Alaska Department of Highways. Moving skids were donated by the Federal Aviation Agency. The City of Nome provided the tractor and blocking material. The William E. Beltz State Vocational School permitted the students in its Building Maintenance course to assist in moving the buildings as a class project. And, of course, the King Island people themselves helped provide labor for necessary snow shoveling and helping to place the building on skids. The Nome City Council agreed to lease a large lot for \$1.00 per year with an option to purchase at any time to the Craftsmen Association. After moving these buildings to the King Island area and joining them together, there is now a single workshop building having in excess of 1800 square feet. This gives ample space for the craftsmen to do ivory carving, lapidary work, silversmithing, sculpture, wood carving, etc. and still leaves room for a good size retail gift shop type selling area and office space. About \$6,000 worth of arts and crafts producing tools and equipment has been ordered for the workshop.

During the tourist season, Alaska Airlines takes guided tours to King Island Village daily and, because of this close connection, the company has volunteered to fly all the workshop's tools and equipment to Nome from Seattle without charge. This represents a sizeable potential saving to the association. During past tourist seasons, thousands of dollars have been lost by the King Island people simply because they have not had sufficient arts and crafts products on hand to sell to the tourists during the short summer seasons.

Amazingly, it has taken the cooperative effort of fourteen private and governmental agencies to advance the Nome workshop program to its present status.

When the Craftsmen Association is able to start paying its members cash for finished products, the added incentive of receiving immediate cash payment will tend to encourage the craftsmen to a more prolific production.

When the tourist season is over, sizeable orders can be readily obtained year round for this and other associations to fill. Orders are already being received by the association from as far away as the East Coast from persons who have seen our few news releases about the new Craftsmen Association at King Island Village. At present, arts and crafts orders received by the associations from sources outside Alaska are not too important, because the orders readily obtainable here in Alaska are going unfilled. Just one business organization, the Alaska Command Exchange, has expressed a desire to purchase \$100,000 worth of Native arts and crafts annually and Anchorage and Fairbanks giftshops want thousands of dollars more. The King Island Craftsmen Association will be able to help fill these orders on a sustained basis, if their association continues to have adequate guidance and management and technical assistance. Because of these peoples' background, they will require extensive technical assistance to teach them to operate their association in a businesslike manner.

B. SAVOONGA, ST. LAWRENCE ISLAND--Departed Nome on January 17 at 11:00 a.m. and arrived at Savoonga at 1:00 p.m.

Proceeded via dogteam taxi to the village from the airstrip, and went directly to the Native Store. There I arranged for an open meeting with the village council and craftsmen. The meeting was scheduled for 6:00 p.m. in the BIA school, and a notice of the meeting was posted in the store.

After leaving the store, I contacted Tim Gologergen to obtain permission to stay in the National Guard Armory. The small guest house was occupied by the Public Health dentist, and the Savoonga school does not have guest quarters. A portion of the armory is heated, and folding cots are available.

I then returned to the Native Store for an informal discussion with a small group, and learned that about \$7,000 worth of ivory carvings and craft work had been shipped to the Alaska Command Exchange. The original order from the Exchange had been for \$15,000, so I helped the store manager select several hundred dollars more craft products to send to the Exchange. Much interest was shown by the group in the store in forming a craftsmen association, and they assured me of community cooperation.

Rev. and Mrs. Gall invited me for supper, and, after a rather hurried meal. I went to the school to prepare for the meeting.

Council president, Jerry Wongitilian, was the first to arrive, and he rang the outside school bell to announce the public meeting. After the ceremonial bell ringing, the villagers started to trickle into the meeting room. Twenty-two men attended the meeting; all of these are practicing craftsmen. Jerry called the meeting to order and introduced me to the assembly, (although I already knew every man in the room).

I explained to the men that I was in their village to help them with problems they might have pertaining to their arts and crafts production and marketing.

We then had a lengthy discussion about some of the problems encountered almost daily by the village craftsmen. A detriment to prolific crafts production is that the craftsmen receive only credit and not cash from the Native Store.

The men admitted they only carve for their daily needs of fuel oil and "store bought food." Cash money is a scarce commodity in the villages.

I then explained to the men the functions and benefits of a community craftsmen's association. They were pleased to learn an effective association could buy their craft products for cash and also carry an inventory of tools and materials for the members.

While discussing the possibility of a crafts workshop, I learned the village believes the Bureau of Indian Affairs, this spring, is providing Savoonga with a new community building in which space and electrical power will be available for a workshop.* After more discussion about forming an association, and agreeing to another meeting the following evening, the meeting adjourned.

The next day I visited many of the carvers' homes and conversed with them about their individual production problems.

Turnout for the second meeting was excellent. Thirty-two men attended. I again explained the functions of a craftsmen association and answered their many questions about the possibility of obtaining a loan to get an organization started. The end result of the meetings was the formation of a craftsmen association. The men requested me to forward from Nome Articles of Association and Association Bylaws to give them definite guides to follow.

The men agreed to have a meeting among themselves to elect the necessary officers for their new organization.

Quality of craft products at Savoonga is generally very good, with an occasional excellent article produced. Sustained prolific production has been hampered by the lack of cash payment for the articles produced. The fact that the Native Store gives only store credit for craft work has given the men little encouragement to increase their production.

Ample raw materials (ivory, baleen, etc.) are available in the village, and none of the craftsmen lack craft producing materials.

Most of the craftsmen have the basic tools needed to produce hand crafted products. Some items are in short supply, files, coping saw blades, and tools that wear out from use or become dull. Presently, power tools are of no use to the Savoonga craftsmen as they do not have an electrical power source.

The potential arts and crafts production of this village is tremendous. Although the men failed to complete the \$15,000 Alcom Exchange order, this failure was due to lack of participation by many of the better carvers. Some of the better carvers refuse to sell their carvings for only store credit. When the Craftsmen Association begins paying cash for carvings, this lack of participation will be alleviated and potential production increased.

*After returning to Nome, the Production Specialist checked with the Bureau of Indian Affairs and learned that these facilities are not coming, and that the village must have misunderstood something.

There has been a tendency to duplicate and overproduce a few slow selling items. Crude desk type ivory pen holders are overproduced and I recommended that these be discontinued. Large carved hunting scenes were prevalent in the store's ivory carving inventory, and most of the hunting scenes are well conceived. Adequate originality is shown in the carved figures and animals. This originality of form has helped create a desire on the part of prospective customers to place substantial orders with the Savoonga craftsmen.

C. GAMBELL, ST. LAWRENCE ISLAND--Departed Savoonga January 19 at 1:00 p.m. and after a twenty minute flight arrived at Gambell. Conrad Oozeva met the airplane with his dogteam and sled to supply transportation to the village. The guest room in the school teachers' quarters was unoccupied, and I arranged with the principal teacher to stay in the guest room and to have meals with the teachers.

Conrad Oozeva, chairman of the Craftsmen Association, arranged a meeting of the Gambell craftsmen, and twenty-eight men attended.

An order for \$5,000 had been placed with these craftsmen by the Alaskan Command Exchange. None of this A.C.E. order had been filled. The Native Store continued to obtain all of the produced arts and crafts in exchange for the men's daily need of food and fuel. The Bureau of Indian Affairs has applied for individual loans for the Gambell craftsmen, but these loans have not yet materialized.

Since the Native Store had all of the village's ivory carvings it was necessary to recommend that the store fill as much of the A.C.E. order as soon as possible. I arranged for almost \$3,000 in ivory carvings to be shipped to the Alcom Exchange from the Gambell store.

The Gambell craftsmen are on a day to day economy, and the carvers only produce enough to obtain fuel oil and basic food items for each day. The situation with the Gambell craftsmen is deplorable. Production is low and the quality, though improved, is still mediocre. During three meetings I continued to stress quality and production.

Unless the Gambell Craftsmen Association obtains funds, this will be an ineffective organization. Until funds are forthcoming, the craftsmen will continue to be on a low production basis, and will suffer from lack of a cash income. The only realistic approach to solving the dilemma of the Gambell craftsmen is to help them obtain funds for financing their newly formed organization. A building already in their possession is suitable for a workshop, but without funds it will never be utilized.

The entire program toward prolific quality arts and crafts production hinges on initial financing for the Craftsmen Association.

D. TELLER--I arrived at Teller at approximately 10:00 a.m. The thermometer registered 22 degrees below zero, with a 30 knot wind. The 1/4 mile walk from the airstrip to the town was not very pleasant.

After arranging for quarters, I started getting acquainted with business people to find their views on the present local arts and crafts situation.

There are two stores in Teller; a better term might be "trading posts". Both of these trade merchandise for craft products. One of the stores is located in the same building as the hotel. This store is owned and operated by Mrs. Tweet and it is my understanding that she also owns and rents out to the village people several small houses. The hotel power plant also supplies electricity to most of the village.

In discussion with Mrs. Tweet, I learned that she is having difficulty getting craft products in sufficient quantity. Many polar bear hunters quarter in her hotel and she was unhappy about the lack of craftwork to offer for sale to these "outside" hunters.

The ivory carvings on display in the Tweet Store at the time of my visit were not of very good quality, and the inventory was small; all other carvings were confined to one small glass showcase. From her conversation, Mrs. Tweet was more interested in fur items than carvings, although she still wanted many more ivory carvings, both for retail sales to visitors, and to wholesale to gift shops.

The other store in Teller is the Teller Commercial Company. It is owned and operated by Mr. and Mrs. Robert Blodgett. Mr. Blodgett is a state senator and at the time of my first visit to his store, he was in Juneau attending the legislature. Mrs. Blodgett was managing the store in his absence, and she is the one I interviewed pertaining to store needs and store policy on arts and crafts. She said, "We would like to get much more in both craft products and fur products than we are presently getting from the local people".

Mrs. Blodgett showed me much of their stock of craft products which included several ivory carvings from Savoonga. Mr. Blodgett occasionally travels to other villages to buy craft products, and for these he pays cash.

This store sells retail to visitors, and wholesale to gift shops. The ivory carving inventory on hand was not large, but Mrs. Blodgett had just shipped out \$3,000 in carvings. Several large boxes of handmade fur slippers were being readied for mailing, and the store seemed to be doing an active business in craft products.

Mrs. Blodgett agreed that an organized craftsmen's workshop would be beneficial to the arts and crafts industry in the village, and could help promote more income for the craftsmen in the immediate area.

Mr. John Foster came into the store; he is the president of the council. After we were introduced, he agreed to set up an open meeting to include the council and craftsmen of the village.

Twenty-six men attended. John Foster opened the meeting by reading a letter from E & D Project Director Earle Costello introducing me.

After the letter of introduction, I was asked to further explain what type of technical assistance I was offering. The first thing I explained to the group was that I am not in the business of buying and selling arts and crafts. My job is to help them with any problems they might have either producing or marketing their arts and crafts.

I then outlined the potential benefits of a craftsmen association, to perhaps start a community crafts workshop to help them produce more and better crafts to fill the growing market for their products. Several of the men became very interested in forming an association and starting a small workshop. After some discussion, it was discovered that the local church has a quonset hut in excellent condition and that the local minister would be willing to donate it to their craftsmen association for a workshop building. The quonset would be available at the end of the present polar bear hunting season. -30-

Since I had to leave for Wales the following day, the papers for forming an association were given to the council president for group study. Several local craftsmen were leaving for their annual National Guard encampment, and this hampered the immediate formation of an association.

E. WALES--Flying aboard a scheduled flight to Wales, we landed in almost zero visibility on the beach in front of the village. The wind was gusting to forty knots, and the temperature was twenty-four below zero.

After being greeted by the BLA school teachers, Mr. and Mrs. Ed Robb, and arranging to stay in the school guest quarters, I visited the native store. Patrick Ongtowasruk is the store manager.

When I questioned Patrick about the \$5,000 A.C.E. order, he told me, "The men don't carve hardly any, and the store has to send most carvings to Anac because Anac man write and say he need right away. Send about \$400 to Alaskan Exchange, but mostly old carving to Exchange".

The store's carving inventory was small and of poor quality. Most of the articles on display were so bad as to be unsalable. A few ivory swans, assorted bilikins, and four cribbage boards were all that appeared to be of salable quality.

The Village Council president, Toby Anungazuk, came into the store and agreed to a meeting in the school at 9:00 a.m. Wales is a small village, and when twelve interested craftsmen attended the meeting, it was considered a good turn-out.

After the official opening of the meeting, we had a group discussion about the lack of craft production in the village. It was often repeated or heard saying in every village, "all we ever get for our carvings is store credit, never cash." In the case of the Wales Native Store, there was very little to offer even in trade goods; cans of soup and beans, some dried fruit, coffee, and little else, except ammunition and fuel oil.

The men were all interested in forming an association and having a crafts workshop, but only if they would receive cash for their products.

Again, I explained the benefits of an association, and explained that if they would operate an association in a business like manner, turn out a quality product, and make deliveries on schedule, there was a good possibility they could get financing to pay their members cash for carvings. Nine of the twelve men were very interested in organizing together. Among these nine were the more skilled craftsmen of the village.

During the discussion I inquired as to the availability of a workshop building; it developed that a suitable 20 x 40 building was available and that it even had an electrical power generator. Surplus oil stoves are abundant in the village and are not only free for the asking, but also have some spare parts.

An additional floor would have to be laid for insulation in the building, but face lumber is readily available from a building that is being torn down in the village.

The craftsmen already have their basic hand tools, files, scrapers, gravers, etc, but they will need a few small power tools. A belt sander, jig saw, and hand held power tools would greatly speed their production.

In my opinion, the craftsmen in this village could and would produce quality craft products if given the increased incentive and encouragement of a fair cash payment for their efforts. They are not ardent hunters or trappers, and expressed their preference for carving for an income rather than hunting or trapping. Game is scarce in this area and the men do not have the equipment nor the desire to travel long distances to hunt.

A craftsmen association and workshop in this village would do much toward making it a financially solvent community.

F. LITTLE DIOMEDE--Thursday, May 12th, I called the owner of a local bush airline to check the possibility of a trip to Little Diomed Island. He felt because of ice conditions only one or two more trips could be made to the Island this spring. Little Diomed Island Village is probably the most isolated village in Alaska. The island is in the middle of Bering Straits, between Cape Prince of Wales, Alaska and Cape Deghneva, Siberia. Transportation to the island is limited to bush flights during the winter months, when it is possible to land on the sea ice near the village. During the short summers outside contact is either through skin boat trips or short-wave radio. The BIA ship North Star calls annually. Population tends to remain at about ninety permanent residents, with a high percentage of the men being competent craftsmen. The village's entire economy is based on hunting and the sale of arts and crafts products.

The flyer agreed to contact me when ready to make the next flight to Little Diomed. Saturday, May 14, I was notified a flight was planned for 9:30 a.m. and that this might be the last flight possible until freeze-up next winter.

John Burns, State Fish and Game agent, also was scheduled to make this flight. Mr. Burns planned to remain on the Island for several weeks to make a survey of the walrus harvest. He planned to return to the mainland after break-up, traveling in an Eskimo skin boat. We departed Nome about 9:30 and landed on the sea ice between Russian owned Big Diomed Island and American owned Little Diomed Island at 11:45. The airplane landed on a smooth spot of ice, approximately three-quarters of a mile from the village.

After walking to the village, I went directly to the Native Store, and was pleased to find John Ipanna, the Council President, among the group gathered at the store.

We held an open informal discussion in the store, and the Island's craft production and marketing problems were aired. The Native Store manager ships the bulk of the craft products to Anac, the Bureau of Indian Affairs craft marketing outlet, but he is apparently dissatisfied with prices received for some of the products. The store's ivory carving inventory was almost nonexistent, a few animal figures, bracelets, and ivory cocktail forks were all the store had for sale. I was shown four oosiks, but these were poor quality due to haphazard cleaning and polishing. The excuse given for the poor finishing was that files, and paper, and saw blades were in short supply and many of their other hand tools were worn out. I asked the man present for a list of the hand tools they needed and an extensive list was made up in short order. I told the craftsmen the tool list would be given to one of the hardware stores in Nome, and the tools would be shipped as soon as possible.

Many of the craftsmen expressed a preference for selling their products to giftshops and stores rather than to Anac.

Due to time limitation we were able only to briefly discuss the forming of a craftsmen association. The craftsmen showed a lot of interest in the benefits of organizing, especially in the possibility of their receiving cash payment for craft products rather than just store credit. As in the case in many villages, the Native Store had very little to offer in "trade goods." Therefore, the craftsmen have little incentive toward any sustained arts and crafts production.

Little Diomede hunters harvest a large number of walrus every year, and this provides the craftsmen with ample carving ivory and oosiks. The only material in short supply is baleen, and I assured them I would try to get them some from Gambell. The baleen is used to make beautiful boats, baskets, and bracelets, for which there is a demand in excess of available supply.

During the summer months, contact with the Island is by shortwave radio and emergency air drops of supplies. However, the freight ship, North Star, stops at the village in June to unload the village's yearly supply of food and other necessities. The craftsmen plan to have a large amount of craft products completed by June to send out on this ship.

Our informal meeting ended after an hour and a half, when the pilot sent word that the weather was getting worse, and that unless we left immediately flying conditions might become impossible.

After an extremely turbulent, low-level flight, we arrived back in Nome at 4:00 p.m.

III. CURRENT STATUS

The activities of the Crafts Production Specialist, in the Project Director's opinion, constitute the E & D Project's only "loose end" as the contract comes to an end.

It is essential that the crafts technical assistance effort be sustained, because abandoning it now would leave the craftsmen's association suspended. Similar failure by government has too often disillusioned villagers in the past.

Financing of the crafts phase of the E & D Project was initially sought through a proposal of April, 1965, which we believed would allow it to commence by June, when the MDTA crafts training program ended. However, approval was not obtained until mid-November, by which time most applicants for the Production Specialist's job had moved on to other things.

We are fortunate in that the incumbent of the Specialist's job maintained his interest and availability. However, he was not able to leave his former employer and join the Nome project until January 1, 1966.

In summary, all of this means that the Crafts Production phase of the E & D Project was cut from the desired one year to six months. The Project Director decided to undertake it, nevertheless, and to endeavor to find some other agency to maintain the effort after E & D closure.

At present, we are awaiting a decision on an application with the Office of Economic Opportunities for the Crafts Production Specialist's salary, office, and travel. Both the Alaska OEO and Washington D.C. headquarters have been encouraging as to the proposal's consideration.

With the help of the Indian Arts and Crafts Board we are seeking possible interim financing to keep the Production Specialist working after June 31, in event there is an extended delay in OEO financing. Meanwhile, the Specialist will maintain his efforts with the Nome King Island workshop and with outlying village associations, under the assumption he will have another year of operation.

SEALSKIN PREPARATION IN-VILLAGE TRAINING PROGRAM

I. HYPOTHESIS

The basic purpose of the sealskin preparation training program was "to demonstrate the feasibility and economic value of short term training by itinerant instructors in the village."

Sealskin preparation was selected as the subject matter not only because it is suitable for short-term in-village training classes, but also because it is evident that villagers lose substantial income through improper preparation of the skins.

Although these people have been processing skins for generations, the luxury market requires a higher quality than had been the customary standard. For example, a discolored skin is not desirable in a fashionable, expensive fur coat whose owner, unlike the villager, is more interested in clear-colored beauty than warmth.

An undamaged, unstained large Spotted Seal skin can bring \$30, or, in some cases, \$40 to the villager. Conversely, damaged, stained, or poorly handled skins lose value, sometimes to the point that they are unsaleable. For example, damaged skins lose value at a degree of 25 per cent for one hole below the flipper line, 50 per cent for two or three holes, and 75 to 100 per cent for more holes than that.

II. PROGRAM PERSONNEL

In the villages it is the women who traditionally skin the seals and prepare the skins for sale. For this reason we decided to utilize Eskimo women as our instructors.

The State Division of Personnel authorized four temporary positions classified as "General Helper", Range 11, Step C, \$649 a month. Augmenting the instructors' salaries was the State per diem allowance of \$21 a day in the larger communities and \$18 in the villages.

Because their itineraries were completed in varying periods of time, the four instructresses utilized a conglomerate of nineteen weeks. The earliest hires were May 9 and final terminations were June 9.

These four women were hired as instructresses: ELSIE BALL, Nome; URSULA ELLANNA, King Island Village; LELA OMAN, Nome; MARIE STALKER, Kotzebue.

Although these ladies had varying experience with raw sealskins, there were other considerations in their selection. They had to have a demonstrated ability to appear before groups of people with a minimum of fear and shyness. Each speaks English and Eskimo languages. Immediate availability to travel, and residence in communities relatively free of isolation by poor weather conditions also were considered in their hire. The program was short term and, once started, it could little stand delays because a team member became stranded at home.

Administrative services were provided through existing facilities of the Nome Experimental and Demonstration Manpower Project and the Juneau Office of the Governor.

III. TRAVEL EXPENSES

The budget allowed \$2,900 in air fares and charters, and \$1,872 for per diem. Because of the remoteness of most villages depending substantially on seal hunting for their sustenance, charter aircraft were used extensively. The budgeted amount was completely expended. The project was conducted during spring breakup, so some expensive re-routings and stranding of personnel were experienced. Also, some communities necessarily were missed because of poor flying weather or because their airstrips were flooded. However, the problem was not as serious as might be expected. The village-by-village experience can be reviewed in Section IV B of this report.

IV. PROGRAM

A. Instructor training--Although the newly hired instructresses had an acquaintance with sealskin preparation, there was no reason to believe they did not practice some of the same techniques they were supposed to be instructing against. An instructor training course was the first need.

It is the skin buyer who best knows what he looks for in pricing a skin and what causes mark downs. Consequently, it was the initial intention to have the course planned and administered by a group of reputable buyers.

By the time the program was funded and underway, however, it was too late in the season to organize a group of buyers, especially since theirs is a traveling job and their headquarters are scattered.

Representatives of some of the government agencies acquainted with the seal-skin industry were asked to suggest buyers who might be best qualified for the instructor training phase. A list of these was sent to the Alaska Department of Labor and Office of the Governor for clearance and recommendations. Mr. Victor Reventlow, Pacific Seal Company of Alaska, Inc., in Anchorage was suggested.

Mr. Reventlow unhesitatingly volunteered his time and the facilities of his Anchorage plant for a three day, cost free instructor training program. He presented a very effective and practical course April 11 through 13, attended by the four instructresses and the Project Director. It is believed this program, planned and conducted by one highly qualified person, probably was more beneficial than the originally envisioned group effort.

One interesting and apparently effective visual aide was developed during the Anchorage training program. Peter Mayac, a craftsman from King Island Village, was in the rehabilitation program of the Alaska Native Hospital in Anchorage at the time. Through an arrangement with hospital officials, Mr. Mayac attended one session of the sealskin preparation instructor training program. He subsequently provided a series of line drawings which were utilized in a five-page pamphlet printed by the E & D Project and distributed in the villages by the instructresses. The first page of this pamphlet is reproduced in Appendix B, Example No. 3, of this report.

B. Sealskin Preparation Training--After the Anchorage instructor training session, the Project Director desired to undertake the village-to-village program in gradual progressive steps. The first phase took place in Nome, where all four women participated. Then each of the two two-person teams was organized and sent on its first independent trip, one going North and the other to the coastal villages of Seward Peninsula. These trips lasted only one day; then the women returned to Nome for a critique. Then they were ready to set out on their own on the lengthier trips. Appendix B, Example No. 1, shows a sample of advance letters sent to the villages. Following is a detailed description of the various presentations:

1. NOME (Population 2,300)

(a) An organizational meeting with all four instructresses on hand was held to make final preparations. An outline, or script, of the presentation was prepared and it was decided that each team would have one person specialize in the oral presentation and the other to do the demonstration with the skins. The Southern Team consisted of Lela Oman as narrator and Elsie Ball as demonstrator. On the Northern Team, Marie Stalker was narrator and Ursula Ellanna was demonstrator.

After the organizational meeting, the women shopped for their supplies: rock salt, stiff brushes, liquid detergent, notebooks and pens were provided by the E & D Project. Ursula Ellanna loaned some damaged skins to serve as visual aides for the teams.

(b) Radio Presentation: After the script had been typed, it occurred to the team members that an effective presentation could be made over the radio. This was proposed to Nome station KICY, which has widespread and virtually exclusive coverage of Western Alaska villages. The station made two tape recordings. One was a fifteen minute interview program in English, broadcast on a daytime program called "Face of Our Town". The other was a step-by-step, one-half hour coverage of the sealskin preparation process narrated in one of the common Eskimo dialects. This was given a select evening listening time. The E & D Project has a copy of this tape.

During their trips to the villages, the team members heard favorable comments about the radio presentation. Unquestionably, this was one of the most effective elements of the program, not only as a means of describing the sealskin preparation process to a large audience, but also as a preliminary publicity technique to fore-run the in-village demonstrations.

Radio also proved effective in giving the villagers last-minute notice of the planned visit of a team. A sample announcement is included in Appendix B, Example No. 2.

(c) The First "Live" Presentation: The initial public trial of the sealskin preparation training program was held at 3 p.m., May 19, in the Community Hall at King Island Village, on the outskirts of Nome. This site was selected because the King Island people constitute the largest homogeneous group in the Nome area having significant dependence upon subsistence hunting.

Although the meeting was publicized through both radio and newspaper, public participation was small; other than idly inquisitive visitors there were no more than fifteen persons in attendance who tangibly could benefit from the training.

Considering the other distractions and conflicting public events available in Nome, the light attendance was not surprising nor disappointing. The villages were our real targets; but Nome was nonetheless a good place for a dress rehearsal. Furthermore, it is felt that the three team members who are residents of Nome will continue to exert their influences toward improved processing of skins.

After discussion with some of the observers, the Project Director held a critique with the team and made the following suggestions: (1) More introduction needed, especially to explain why the age-old methods were not adequate in the luxury market. (2) Describe observations of instructresses while at the processing plant in Anchorage. (3) Be less formal; get away from reading the script as soon as possible. (4) Answer questions more thoroughly. Especially confusing was the use of the salt-brine and why it is used. (5) Do not specifically advise people to send skins to the firm which gave the training. Despite our gratitude for the instructions, we, as government employees, must leave it to the people to send their skins to whomever they feel gives them the best deal. (6) Ask for questions at the end of a session and carefully clarify the confusing points.

2. SEWARD PENINSULA

(a) Northern Team: Ursula Ellanna and Marie Stalker left Nome on May 21, planning to visit Shishmaref, Wales, Diomede, Teller, and Brevig Mission. Weather conditions prevented the Diomede stop, but they were able to make the others.

(1) Shishmaref (pop. 215). Meeting was held in the school at 10 a.m., May 21, with 23 men and women attending. Interest evidenced by many questions particularly regarding the cutting of the fore-flippers and the use of the brine. Some didn't understand how the sleeves should be cut.

(2) Wales (pop. 155). Meeting at school, 2:30 p.m., eleven villagers at meeting along with two school teachers. People were attentive to full program.

(3) Teller (pop. 217). By far the largest meeting so far, held at 8 p.m., May 21, in the Armory with forty people present. Again the brine and the cutting of sleeves were the main subjects to be clarified.

(4) Brevig Mission (pop. 105). Thirty mixed adults met at 9:45 a.m., May 22, at the Armory. Full presentation given. People were interested in the best way to flesh skins, brining and shipping.

(b) Southern Team: Elsie Ball and Lela Oman left May 21 from Nome to hold meetings in Shaktoolik, Koyuk, Elim and Golovin. Elim was eliminated because of poor landing conditions. Other meetings were as follows:

(1) Shaktoolik (pop. 140). Held meeting at Native Store. Eleven persons attended. Because most of the hunters were still out, no wet skins were available. However, the process was explained through use of dry skin brought by instructor team. It was noted that there was liquid detergent available in the village, but no rock salt. People had heard the radio presentation and were friendly and eager to learn more. It appears that Shaktoolik people have been comparatively well informed about skin preparation and turn out a good product.

(2) Koyuk (pop. 150). Presented information in both English and Eskimo to 22 persons at the Community Hall at 1:30 p.m., May 22. The store had neither rock salt nor liquid soap. There was a wet skin available here, but it had been in the container for some time; the blood was already set into the fur and there was not sufficient time to soak it out for the demonstration. It served as an object lesson for the team to point out that the blood must be eliminated from the fur before liquid soap is used. Although many people were hunting or otherwise occupied, one councilman very helpfully sent children to notify the people of the village and had gathered them at the Community Hall in about thirty minutes.

(3) Golovin (pop. 91). Thirteen persons participated in a meeting at 3:45 p.m., May 22, in the Community Hall. Meeting was conducted in English. It was noticed that the store has rock salt but no liquid soap. No wet skins were available, so the team used a dry one for demonstration. The training was particularly helpful to one lady who had been hanging skins incorrectly.

3. KOTZEBUE SOUND AREA

The Northern Team, Ellanna and Stalker, centered in Kotzebue for this part of the program. In addition to Kotzebue, they had meetings in Buckland, Deering, Kivalina, Noatak and Point Hope, having no problem in reaching any of these communities.

(a) Buckland (pop. 88). Met at store at noon, May 24, with 24 attending. Questions mostly about shipping of skins.

(b) Deering (pop. 59). Ten persons met at the school, 5 p.m., May 24. Session was held in English. This group showed particular interest in the brine and how it is mixed.

(c) Kotzebue (pop. 1540). Met at the BIA school, 9 p.m., May 24, with fifteen present. Again the chief interest was in the brine.

(d) Point Hope (pop. 350). Thirty people met at the Armory at 3 p.m., May 25. They were inquisitive about how to avoid oxidation, making of the brine, and the way to prepare skins for personal use as opposed to preparation for market.

An unsolicited letter was later sent to the Project Director by Mr. Dan Lisbourne, Mayor, City of Pt. Hope, saying "We, the village, appreciate the visit of two women who gave instructions to care of sealskin hides. Although the whaling at full force, some showed up at meeting--we will inform those who were unable to attend."

(e) Kivalina (pop. 104). May 26, 12 p.m., at the Armory, included 16 persons. They were interested in the fact that wet skins do not have to be totally cleaned of blubber, and that machine can do the job according to the buyer's needs.

(f) Noatak (pop. 230). May 26, at the Armory, 3:15 p.m. Only ten persons were present because many had gone fishing. Those present, However, seemed to learn something to pass on to the others, mainly in the method of washing the skin.

4. SOUTHWEST ALASKA

The Southern Team, Elsie Ball and Lela Oman, tackled this, the most difficult and most uncertain portion of the trip.

In this part of Alaska many villagers speak neither the Eskimo dialects familiar to our instructresses nor adequate English. As this is the time of the big break-up of ice in Southwest Alaska, there were several villages necessarily by-passed. Nevertheless, it was necessary to go into this country, as it is Alaska's most depressed area. There are many seals to be taken, and much potential income is being lost. As many villages as possible were visited, using Bethel as the travel center.

(a) Togiak (pop. 369). The meeting was held at 12:30 p.m., May 27, in the church.

Because the English was generally inadequate, a translator was utilized. The meeting took over two hours. The hides are customarily sent dry. There is rock salt and detergent in the village. Mrs. Oman commented in her written report, "This place is clean. The ground is hard, and every way we look, are seal skins drying."

(b) Platinum (pop. 55). Meeting was held in the home of one of the councilmen, with fifteen present, on May 27th. A very small village, many residents already have gone to work at canneries. Those present were very attentive and were particularly interested in possible uses of oogrük skins. Our team members told them how their people in the North use them for mukluk bottoms, and how they pay to send them out to be tanned for other uses."

(c) Goodnews Bay (pop. 164). No councilmen were present. They, like most of the men, are at work lightering freight from the recently arrived Bureau of Indian Affairs freight ship, "North Star". Unfortunately, there was no translator, so the meeting was held in English. Consequently, some missed the point of the meeting as evidenced by Mrs. Oman's report, "A woman around fifty showed us a beautiful young spotted skin as we were taking off. She thought we were seal skin buyers. We tried to emphasize to all to help those who could not write or help themselves, especially the older folks, telling them the village is usually like a family--see to it their older folks get skins sent too."

(d) Tununak (pop. 230). The independent villagers here are rather notoriously difficult to round up for a meeting. After an hour and a half of confusion (which is suspected to have been instigated) a meeting was organized. It turned out to be a large one and a good one, with wet skins available. This one-hour meeting, at 12:40 p.m., May 28 in the Armory attracted 41 persons.

(e) Hooper Bay (pop. 530). This community was very gracious to the instructresses, and some even accompanied them both ways on the 1 1/2 mile walk between the aircraft and the village. Forty-two persons attended the meeting in the Community Hall at 4:45 p.m., May 28. Two interpreters, a man and a woman, helped with the meeting. Many hunters were observed among the nearby floes.

(f) Mekoryuk (pop. 270). One of the more important seal hunting centers on the itinerary, this Nunivak Island community nearly became "home" to the instructresses.

Theoretically, there was nearly a two hour period (between tides) available to the meeting, which started at 3:25 p.m., May 29, at the store with 35 present. Following are extracts from Elsie's and Lela's records:

May 29: "It was a big surprise -- we had been told to hurry with our meeting. We got to the store and we had started in about five minutes after we landed. In about ten minutes we heard the plane taking off. So we went ahead and had our meeting as we had planned, in English. May 30: We visited some homes where we knew there were a lot of skins to be taken care of. One woman very excitedly showed us what she had already done. She was fixing them as we had told them, to avoid slipped hair. They had always dried the fur side first before tacking them on side of house. The whole skin was pinned with clothes pins so that the flesh side was not exposed, and they were hung in sheds. Then we told them to slit across from flipper to flipper. They had always dried them without doing this -- Now we see some that the sleeve added and slit flipper to flipper. We also saw some nice soapy tubs being put to good use. May 31: Still in Mekoryuk, very foggy and rainy. June 1: Still in Mekoryuk, foggy again." And so the record goes. The Southern Team finally cleared Nunivak Island and arrived back in Nome on June 3.

5. ARCTIC COAST

The Northern Team next was called on to travel to Barrow and Wainwright on the Arctic Coast. They left Kotzebue at 1 p.m., May 30, and arrived in Barrow, population 1560, via Fairbanks, that night at 10:15. At 11:30 the following morning they left for Wainwright (pop. 276), where they held a meeting at the Community Hall for 29 persons. The Nome Area BIA Projects Development Officer was in Wainwright soon after and reported that the meeting had been well received.

The Barrow meeting was held in the Fire Hall that same evening, May 31, at 10:15, with 35 in attendance. Mrs. Stalker reports a typical meeting, "Told them why we are in Barrow--to teach them to take care of sealskins properly in order to get more money from seal skins -- ask your husbands not to drag seals, etc., to bleed seals right after killed. Also skin seals as soon as possible, save from oxidation. Use brush when washing skins, also rinse well in cold water. Never use half stretchers. Never fold skins, always roll. Always send at least 30 pounds at a time", etc., etc.

C. COMPLETION OF TRAVEL

After returning from Barrow, Mrs. Stalker returned to her home in Kotzebue and ended her connection with the program. The Southern Team, plus Ursula Ellanna, was briefly scheduled to complete the project by traveling to St. Lawrence Island to visit the three villages, Northeast Cape, Savoonga, and Gambell, individually being let off one by one from the scheduled airliner.

Ursula Ellanna left on a hunting trip with her family to King Island and it was then planned to try to serve St. Lawrence Island by charter aircraft with the remaining two women. When the weather closed in, it was decided to terminate the program.

V. OBSERVATIONS AND RECOMMENDATIONS

The original basic reason for the sealskin preparation phase of the E & D Project, it must be remembered, was to demonstrate the feasibility and economic value of short-term in-village training by traveling instructional teams, as compared with the centralized training program which was the main theme of the Nome Project.

Concurrent with our brief study of the general subject of in-village training we have been in a position to observe the specific subject of our in-village training classes -- Sealskin Preparation.

In-the Village Training -- The obvious virtue of training by itinerant teams of instructors is seen in the fact that these two teams, in precisely one month's time, not only received their instructor training but also visited twenty-two vastly separated villages and presented their program to 508 persons. This was accomplished in a season of difficult traveling conditions and of significant scattering of the people in hunting parties.

It is clear that a continuing program of relatively non-complex courses of instruction can cover a lot of ground and reach a large proportion of Alaskans who otherwise would have no opportunity for training.

Weighed against the need, in fact the right of all U. S. citizens for training opportunity, is the high cost of training in the villages. Using our sealskin project for an example, the single month's activity took approximately \$7,500 (not to speak of hidden administrative costs). Moreover, some 70 per cent of the costs were in travel and per diem. Although a more routine, established program, with practical seasonal planning of itineraries could prove more economical and, although one-man teams might be utilized instead of the two-person teams we used, village travel in Alaska is expensive at best.

Our conclusion is that any time a program of in-village training classes is to be implemented, not only must the timing be planned by someone intimately acquainted with conditions in the various regions and villages of Alaska, but also the course of instruction should carefully be analyzed and selected for its economic value to the region and the individuals to be trained.

As for the use of instructors ethnically and occupationally suited to the course of training, the performance of the Eskimo women sealskin preparation instructors was encouraging. Their ability to perform bi-lingually was invaluable, especially because the persons they were addressing included many elderly Eskimo ladies who have had minimal contact with the English language. As for their diligence, a glance at the itinerary and schedule shows that although they were operating independently, they did not hesitate to hold odd-hour meetings as often as necessary to keep up the pace. Both teams voluntarily moved from village to village more quickly than anticipated by the Project Director, and the program was completed at least one week in advance of the expectation.

Written reports were not generally as informative as they might have been. However, the Project Director realizes now that these could have been improved if more specific guidelines had been provided. The instructors, after all, were more concerned with teaching than with the research potential of the program.

It might be recalled that one of the instructresses quit shortly before the project ended, and left on a hunting trip with her people. This is a traditional and still common practice among many of the native people. In a more permanent program, however, persons could be located to fill year round jobs.

We strongly feel that persons indigenous to the area should be employed to instruct whatever short term, in-village training classes which might be sponsored by the government in the future.

It is our opinion that repetitive government sponsored training classes* at a rudimentary level are not advisable in the better organized villages. For example, our sealskin preparation training sessions ordinarily lasted about one hour, with the points being well covered. Furthermore, visual references were left behind in the villages. Even occasional repeat performances in some of the villages would be insulting to the community intelligence and wasteful of public funds. It is suggested that once the proper techniques have been emplantated, continued upgrading for the mass of villages can be maintained, (1) by the buyers, (2) by existing agencies which routinely publish informational materials and which have field personnel who could add sealskin preparation to their other interests.

This is not to say that no upgrade training is needed in the sealskin field. Rather, we are suggesting less of a scattershot approach than we have made, and that whatever program is applied to villages should be tailor-made to that village-- instead of inflicting a standard program on all. It seems that special targets should be identified as to need. These would be villages, which, in their zeal to collect seal meat and bounties, seriously neglect the business of preparing and selling skins despite plentiful nearby resources. If the observations of our instructor teams are valid, this situation is prevalent in Southwest Alaska, which had at once a bountiful unharvested seal population and reputedly the lowest economic level in the United States. In certain communities technical assistance is needed, but it must include not only training in skin preparation but also a development and fostering of the hunting, selling and shipping practices.

*The term classes is emphasized in this report. We are anxious to make clear that our experience did not qualify us to make suggestions concerning comprehensive technical assistance and educational programs.

As an immediate additional suggestion, it is important that the villages somehow be assured a ready supply of rock salt. Many of the villages visited by our teams nearly have this essential preservative on hand.

IV. FOLLOW-UP

An obvious weakness of this program is that it has ended during an off-season for sealskin marketing. This has not damaged the instructional program. However, it leaves us with no measurement of its effect on sealskin preparation methods or economic improvement.

In order to acquire information, copies of this report are being sent to all sealskin buyers known by the E & D Project to work in Northern and Western Alaska. The cover letter requests any immediate comments the buyer might have and asks that when he makes his next business trip to the villages he note any effects, good or bad, of the experimental training program. It is asked that these be forwarded to the Alaska Commissioner of Labor, where they will be compiled and made available to agencies having future interest in the subject.

APPENDIX B
Sealskin Preparation Training
Example No. 1

STATE OF ALASKA

William A. Egan, Governor

OFFICE OF THE GOVERNOR

Nome Demonstration Manpower Project

Box 744 - Nome 99762

May 23, 1966

Council President
Point Hope
Alaska

Dear Sir:

Many families of Northern and Western Alaska lose possible cash income every year because sealskins they offer for sale are sometimes damaged or stained.

Much damage can be avoided by improved handling of a skin, starting from the time it is taken by the hunter and ending when it is received by the buyer. The buyers say damage is often caused when people try new methods they hear will improve the skins.

To get the latest facts on the proper handling and treatment of sealskins, four Northwestern Alaska Eskimo ladies recently travelled to Anchorage for a course of instruction at one of the buyer's preparation plants. These ladies now are preparing to travel to various communities to personally demonstrate the proper methods of preparing skins for the best possible sales price.

Sometime between May 25 and June 6, you may expect two of the instructresses to visit your community. Upon arrival, they will contact the council about organizing a meeting of local people, particularly those women who prepare sealskins for sale. Because of the many villages which must be visited, no more than one day should be spent in any one place. Therefore, the council's cooperation in obtaining a meeting hall and in getting the people together is particularly important. Also, it would be very helpful if you can make available at least one wet skin for use in demonstration. A stiff brush, some rock salt and some liquid detergents are also needed.

Thank you in advance for any assistance you may provide. I trust this program will lead to increased financial returns within your community.

Sincerely,

Earle E. Costello
Director

APPENDIX B
Sealskin Preparation Training
Example No. 2

PTARMIGAN TELEGRAM

Broadcast on Station KICY, Nome, 5/23/66*

TO THE COUNCILS AND THE PEOPLE OF THE FOLLOWING COMMUNITIES
FROM THE NOME MANPOWER PROJECT: PT. HOPE, KIVALINA, BUCKLAND,
DEERING, KOTLIK, SCAMMON BAY, MEKORYUK, KIPNUK, EEK, PLATINUM,
KWINHGAK, ST. MICHAEL, HOOPER BAY, KWIGILLINGOK, AND TANUNAK --

IF LANDING CONDITIONS ARE SUITABLE, TWO WOMEN WILL VISIT YOUR
COMMUNITY WITHIN A WEEK TO PRESENT INSTRUCTIONS IN THE PROPER
HANDLING OF SEALSKINS FOR SALE. ANY COURTESIES YOU MAY AFFORD
THESE LADIES WILL BE APPRECIATED AND WILL HELP THEM DO A BETTER
JOB. THE COUNCIL'S COOPERATION IN PROVIDING A MEETING PLACE
AND IN GETTING THE PEOPLE TOGETHER IS PARTICULARLY IMPORTANT.
IT WOULD BE VERY HELPFUL IF YOU COULD MAKE AVAILABLE SOME ROCK
SALT AND AT LEAST ONE WET SKIN FOR USE IN THE DEMONSTRATION.

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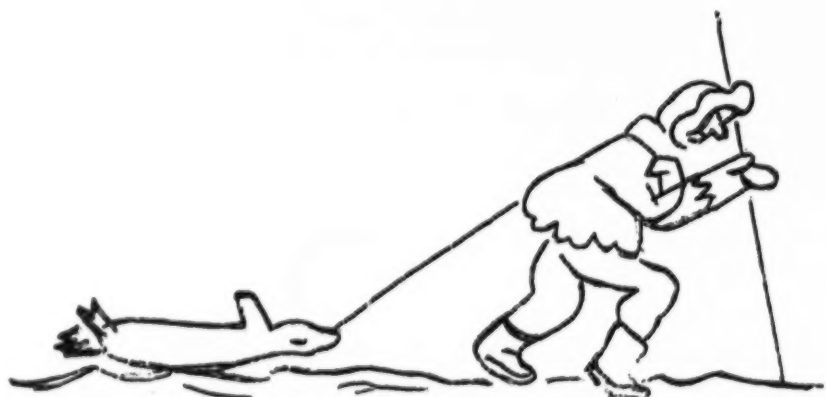
*Similar messages were broadcast whenever the sealskin instructor teams planned to visit a village. Station KICY covers a vast area, and the Ptarmigan Telegram program, broadcast every evening but Sunday, is a widely heard, dependable communication medium.

SOME DO'S AND DON'TS TO INCREASE

APPENDIX B Example No. 3

YOUR \$EAL\$KIN DOLLAR\$

TIPS FOR THE HUNTER



DON'T DRAG SEAL TO SLED DIRECTLY ON ICE. Skin will be damaged and lose value.



DO use plywood or cardboard to protect from rubbing on stanchions of sled...

SKIN SEAL AS SOON AS POSSIBLE!!!

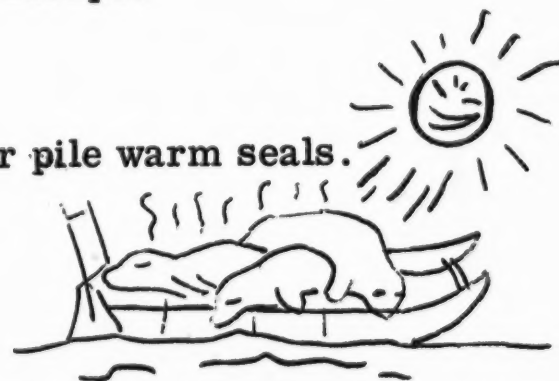
DO immediately rub off with snow

DO bleed animal as soon as killed and eliminate later oozing of the blood. Put seal on sled when cooled, but not cold enough to stiffen.



DO take sled to the seal, or find something on which seal can be skidded. Frozen seals have high points which may scrape.

DON'T ever pile warm seals.



Published by Nome Experimental & Demonstration Manpower Project...
Office of the Governor. . . May, 1966

Drawings by Peter Mayac